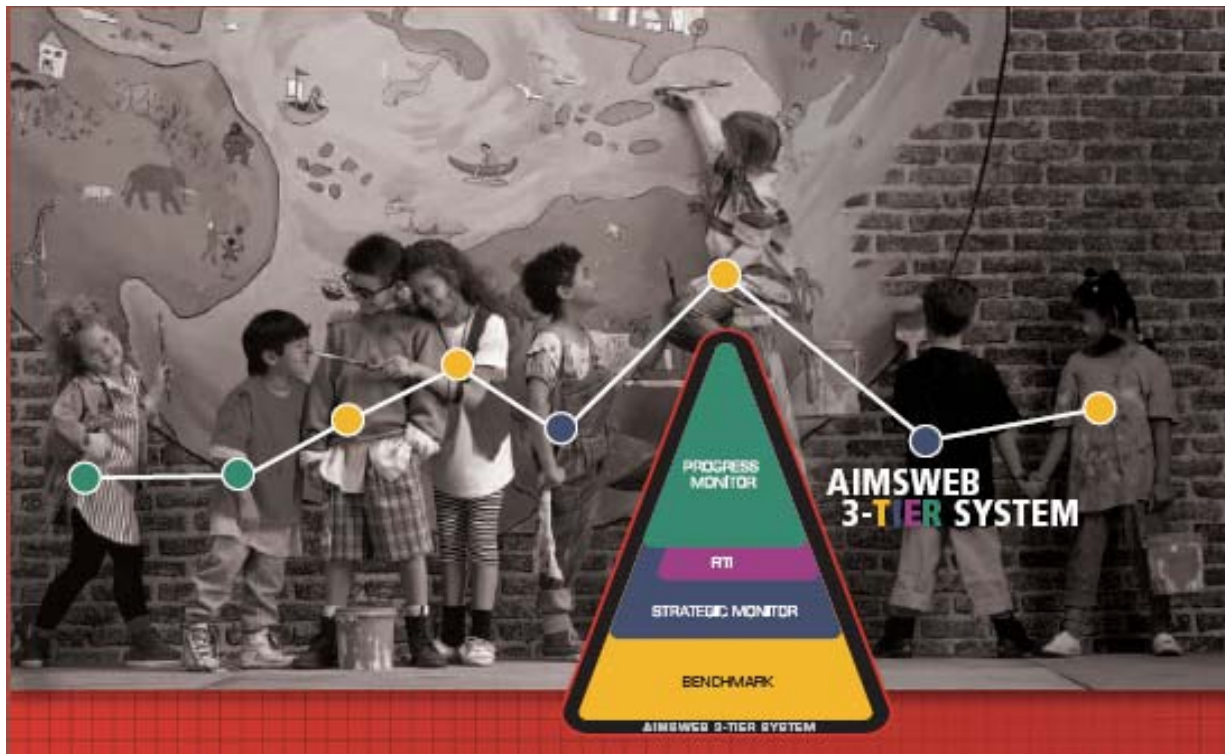




AIMSweb[®]

CHARTING THE PATH TO LITERACY

Software Guide: *AIMSweb RTI Users*



Provides a step-by-step guide for charting and reporting improvement with the AIMSweb Response to Intervention system.

Natalie Romsdahl



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Preface

As an AIMSweb RTI User, you may be managing and creating RTI cases, Progress Monitor schedules and/or Benchmark classrooms for students within your school.

This software guide is designed to provide you with all the tools you need to successfully and skillfully navigate your AIMSweb RTI User software interface. The AIMSweb RTI User Software Guide assumes you are familiar with your computer and know how to:

Access the Internet

Launch and use an Internet browser

Use the mouse and keyboard

For information on administering and scoring AIMSweb assessments, please reference the Administration and Scoring Guides and accompanying PowerPoint Presentations at www.aimsweb.com/aimswebdownload.htm.

Finally, it is recommended you print this manual for easy reference.



Chapter I: Logging In, Personal Preferences & Logging Out

The screenshot shows the AIMSweb Customer Login page. At the top is the AIMSweb logo and tagline 'The Leader in Progress Monitoring and Improvement Systems'. Below this is a navigation bar with links: Home, Products, Measures, News/Events, Research, Training/Support, About, Contact, and Customer Login. The main content area is titled 'Customer Login' and contains three input fields: 'Customer ID:', 'Username:', and 'Password:'. A blue 'Login' button is positioned below the password field.

Logging In To login to your AIMSweb Benchmark account, type the following web address into your computer's browser: www.aimsweb.com.

You will be presented with the AIMSweb products website. In the top right corner of the screen click the Customer Login button. In the text fields provided, please enter the Customer ID, Username and Password provided to you by Edformation, Inc.

1.1

Logging In

Login to Your AIMSweb Account via www.aimsweb.com.

Note: If the Customer ID, Username or Password that has been entered is incorrect the software will not allow you to login. You will see a 'login incorrect' message.

1.2

Accessing Lost or Forgotten Passwords

Using the 'Forgot Your Password?' Link.

If you have forgotten or misplaced your password, click the 'Forgot your password? Click here.' link.

The screenshot shows the AIMSweb 'Login Incorrect' screen. At the top is the AIMSweb logo and tagline 'SMARTING THE PATH TO LITERACY'. The date 'June 9, 2004' and 'Release 11.1' are in the top right. A green banner at the top says 'Login incorrect. Please try again or contact your AIMSweb administrator.' Below this, it says 'To view AIMSweb Improvement Reports enter your Customer ID, Username, and Password below and select the Login button.' There are input fields for 'Customer ID:', 'Username:', and 'Password:'. A link 'Forgot your password? Click here.' is below the password field. A green 'Login' button is at the bottom. A 'THAWTE' logo is in the bottom right corner.

The screenshot shows the AIMSweb 'Email Password' screen. It says 'Please enter your Customer ID and Username, or your email address. An email will be sent to the address on file with your login information.' There are input fields for 'Customer ID:', 'Username:', and 'Email:'. Below the 'Email:' field is an 'OR' label. At the bottom is a green 'Email Password' button. A small note at the bottom says 'If you do not know your Customer ID and Username, or Email address, please contact your AIMSweb administrator or AIMSweb Technical support via e-mail at aimsweb.support@edformation.com or phone at (866) 442-6194.'

You will be presented with another screen to enter your Customer ID and username or email address. After the information is entered, click the 'Email Password' button. You will receive an e-mail containing the login information for the email address on the user account.

Note: Passwords will be sent to the email on file and expire upon initial login into the system.



1.3

My Account Tab

Logging In, Personal Preferences, & Logging Out

1. Editing Personal Information
2. Editing Your Password

My Account Tab/Editing Personal Information 1.3.1

You may change your personal information at any time by clicking the My Account tab at the top of the AIMSweb Manager screen.

Tip: Sub-tabs are also available under several main tabs. Click a gray sub-tab to access the options within the sub-tab.

Tip: It is not necessary to enter information in every field. Only those fields in red are required.

After clicking the My Account tab, you will be taken to the Personal Info screen. Here you can edit your AIMSweb account information. Editing your personal information allows you to change your name, e-mail address, school name and address, etc. You can also change your username to something easy to remember.

Click the Save button to keep any changes made to your personal information.



My Account Tab/Editing Your Password 1.3.2

You may also change your AIMSweb Password. From the My Account tab, click the gray Password sub-tab located on the left side of the screen.

Tip: Once password or username changes are saved, AIMSweb will send an e-mail to you with your new login information.

Change your password by first typing your current password (the password you used to login to your account) in the **Current Password** field.

Tip: For security purposes, the passwords entered will not display text .

Type your new password in the New Password field.
Retype the password to verify the change.

Click the Save button to keep any changes made to your personal information.

1.4

Logging Out

Logout of your AIMSweb account after every session.

In the top right corner of every page is the Logout button. It is important to logout of the AIMSweb software every time you are finished using it. This will prevent any problems with the browser's caching mechanism. For security purposes, it is strongly recommended to close your Internet browser window after each session as well. This will prevent the use of the browser's back button to potentially access sensitive information.

Chapter 2: RTI Caseload Home Page

2.1

The RTI Tab

Manage Students

1. Adding Students
2. Searching for Students
3. Editing Students
4. Deleting Students

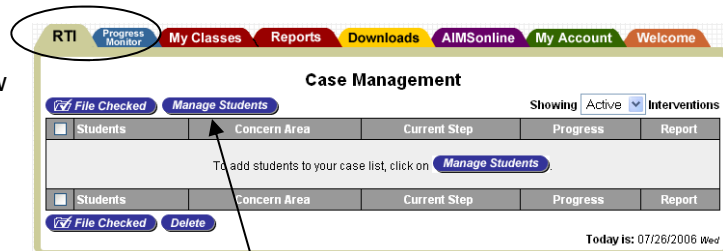
Select the RTI tab at the top of your AIMSweb Progress Monitor window to view your RTI Caseload home page.

The RTI Caseload will display all students' RTI cases as they are created.

The RTI Tab allows you to create RTI Cases and manage student data. Begin by selecting the tan RTI tab at the top of the page.

Before students can be added to your RTI Caseload, it is important to understand the AIMSweb Student Management interface, which can be applied to the RTI, Progress Monitor and Benchmark Classroom portions of the software. In this section we will review adding new students to the school database, editing existing students and deleting erroneous students.

Manage Students/Adding Students 2.1.1



Begin adding a student by clicking the Manage Students button at the top of the page.

The Manage Students window will appear. There are two distinct frames within the Manage Students interface. To the left is *Add A Student* and to the right is *Student List*. After students are added using the left frame, they appear at the right under the Student List.

If students are already added within your school database, they will appear under the Student List. **These students are NOT to be deleted by anyone other than an AIMSweb Manager.**

Note: As new students are added to the RTI Manage Students interface, they will automatically appear in the RTI Caseload.

Begin adding students by entering the student's information under the 'Add A Student' frame. The required fields are in red. These are searchable fields. Which means later, these criteria can be used to perform searches for students. Additional fields are available by clicking the Show hyperlink next to Advanced Fields. After entering information, click the Save button to save the student to your database or the Clear button to remove all information from the text fields.

After saving the student's information, the student appears highlighted under the Student List to indicate the student is added. Students who are added through this interface are automatically added to the Benchmark Classroom.

Click the 'Home' button to return to the My Classes home page at any time.

Manage Students/Searching for Students 2.1.2

Prior to editing, deleting, or creating RTI cases, you must perform a search for students. If a student already exists within the school database, he or she can be found by searching the Student List to the right of the Manage Students page.

Student searches can be performed using any of the required criteria (red fields). The less information you enter into these fields, or the more general the search, the more matches you'll receive. As an example, if you're searching for a student name Justin Thompson in the 3rd grade, enter the first name of Justin, last name Thompson, and current grade of 3. All students named Justin Thompson in the 3rd grade will appear in the student list.

- Add a Student

Enter student information below and select 'Add' to add the student, or select 'Search' to search for students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code

EL/ESL

Gender

Ethnicity

Mobility

Advanced Fields

Add **Clear** **Search**

NOTE: Fields that are RED are required.

- Student List

170 Students found of 170 total

Page 1 of 18

next >>

<input type="checkbox"/> Student ID	Details
<input type="checkbox"/> Allred, Madysyn (G)	
<input type="checkbox"/> Anderson, Kaylee (G)	
<input type="checkbox"/> Aschette, Madison (G)	
<input type="checkbox"/> Benson, Allison (G)	
<input type="checkbox"/> Berkel, Kaitlyn (G)	
<input type="checkbox"/> Biegans, Erik (G)	
<input type="checkbox"/> Brady, Devyn (G)	
<input type="checkbox"/> Brown, Justine (G)	
<input type="checkbox"/> Carlson, Riley (G)	
<input type="checkbox"/> Colburn, Jacob (G)	

Page 1 of 10

next >>

[Add RTI Case](#) [Delete](#) [Transfer](#)

If you were looking for the same student, but weren't sure of the spelling of the student's name, enter the first name of J and a current grade of 3. All students in the 3rd with a first name starting with J and a last name starting with T will appear in the student list to the right. The more general the search, the more students the search will return.

Note: In the Student List, you can change the number of students viewed by using the drop-down menu next to the word Students. By default, 10 students appear in the list. You can also use the Next buttons to page through the list of students. The single arrow to the right of the word *Next* will advance the view by 1 page of the student list. The double arrow will advance the view to the last page of the student list.

[illegible]

Make the necessary changes and click the Save button to save the changes or the Cancel button to remove any changes. When changes have been made, the student will appear highlighted to the right under the Student List to indicate the change was successful.

- Add a Student

Enter student information below and select "Add" to add the student, or click "Search" to search for students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code

ELL/ESL ☐ Yes ☒ No ☐

Gender

Ethnicity

Mobility

Yes ☐ No ☒

Advanced Fields (Optional)

Add Clear Search

NOTE: Fields that are RED are required.

- Student List

170 Students found of 170 total

Page 1 of 10 next >>

[x]	Students 10	Details
<input type="checkbox"/>	Aldritt, Madison (G)	view
<input type="checkbox"/>	Anderson, Kaylee (G)	view
<input type="checkbox"/>	Audette, Madison (G)	view
<input type="checkbox"/>	Benson, Allison (G)	view
<input type="checkbox"/>	Berkel, Kaitlyn (G)	view
<input type="checkbox"/>	Blegan, Erik (G)	view
<input type="checkbox"/>	Brady, Dwyen (G)	view
<input type="checkbox"/>	Brown, Justine (G)	view
<input type="checkbox"/>	Carlson, Riley (G)	view
<input type="checkbox"/>	Colburn, Jacob (G)	view

Page 1 of 10 next >>

Add RTI Case Delete Transfer

As a fail-proof measure, a student cannot be deleted until all of the student's Benchmark scores and Progress Monitor Schedules have been removed. It is recommended that students are transferred out of the school database rather than deleted. This will maintain the integrity of any Benchmark scores that have been entered.

- Add a Student

Enter student information below and select 'Add' to add the student, or select 'Return' to return to students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Career Grade:

Enrollment Grade:

Service Code:

ELL/ESL:

Gender:

Ethnicity:

Mobility:

Mobility:

Advanced Fields:

NOTE: Fields that are RED are required.

- Student List

170 Students found of 170 total

Page 1 of 18 next >

Students	10	Details
<input type="checkbox"/>	Albrit, Madison (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Anderson, Kaylee (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Audette, Madison (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Benson, Allison (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Bireel, Karlon (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Blegan, Erik (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Brady, Dierin (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Brown, Justine (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Cameron, Riley (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Calhoun, Shana (9)	<input type="button" value="view"/>

Page 1 of 18 next >

Add RTI Case
Delete
Transfer

[illegible]



2.2

The RTI Tab

Manage RTI Cases

1. Creating an RTI Case
2. The Initial Planning Task List
3. The Intervention Task List

Manage RTI Cases/Creating an RTI Case 2.2.1

To create an RTI case, select which student or students you wish to add to our RTI caseload.

Perform a search for the student or students you wish to monitor (see section 2.1.2). When the student appears in the Student List, click the checkbox next to the student's name and click the Add RTI button.

Note: Add multiple students to the RTI caseload at one time by clicking the checkboxes next to all the students you wish to add and clicking the Add RTI button.

Students	Concern Area	Current Step	Progress	Report
<input type="checkbox"/> Albert, Madison (9)				
<input type="checkbox"/> Anderson, Kaylee (9)				
<input type="checkbox"/> Audette, Madison (9)				
<input type="checkbox"/> Benson, Allison (9)				
<input type="checkbox"/> Berkel, Kaitlyn (9)				
<input type="checkbox"/> Began, Erik (9)				
<input type="checkbox"/> Brady, Devin (9)				
<input type="checkbox"/> Brown, Justine (9)				
<input type="checkbox"/> Carlson, Riley (9)				
<input type="checkbox"/> Colburn, Jacob (9)				

When students are selected from the Manage Students page, they will appear in the RTI Case Management homepage.

Students	Concern Area	Current Step	Progress	Report
<input type="checkbox"/> Gale, Megan (3)		Initial Planning	Enter Referral Information	
<input type="checkbox"/> Bergner, Victoria (4)		Initial Planning	Enter Referral Information	
<input type="checkbox"/> Frost, Devin (4)		Initial Planning	Enter Referral Information	

Notes: _____

Manage RTI Cases/The Initial Planning Task List 2.2.2

After creating a new RTI case, click the Initial Planning link under the Current Step column of the RTI Case Management table.

Note: Only fields in red are required.

The first time the Initial Planning link is selected, you will be prompted to enter the student's referral information. The Referral Information window will appear.

You will be prompted provide the following information using text fields and dropdown menus:

- Assigned To—As team members are added to your account they will appear in the Assigned To dropdown menu.
- Date
- Referral Source

- Concern Area—Choose from the AIMSweb assessment skill areas.
- The Student's Teacher—Select from an existing list of teachers using the Select a Teacher dropdown menu or manually enter the teacher's information if he or she does not appear in the list.
- Notes—Enter any notes you wish to keep regarding the RTI referral.

Every task can be saved as complete or incomplete. An incomplete task can be edited. A complete task cannot be edited, but later notes can be entered. After all information is entered, use the Status dropdown menu to select either Complete or Incomplete and click Save to save the changes or click Cancel to remove all data entered and return to the RTI Task List.

All notes entered in the Referral Information task will appear to the right of the RTI student's page.



Manage RTI Cases/The Initial Planning Task List 2.2.2

After saving the referral information, the Initial Planning Task List opens. The task list is comprised of 5 descriptive columns:

- **Task #** - Edit the Task Number to change the order in which the tasks are listed. Click the Save button to save the changes.
- **Task Name** - This column displays the default name of each task. Some task names are editable from within the task.
- **Assigned To** - As tasks are assigned the Assigned To team member will display in this column.
- **Due Date** - As tasks are scheduled or completed the appropriate date will appear.
- **Status** - The task status of complete or incomplete appears in this column.

Click each column heading to list the tasks by the selected criteria.

Note: For the purpose of the software guide, we will not cover every task, but instead both general task completion and unique tasks.

- Initial Planning

Task #	Task Name	Assigned To	Due Date	Status
1	Enter Referral Information	Roosevelt, Mr. RTI User	02/02/2006	Complete
2	Determine Team Members	Roosevelt, Mr. RTI User		Incomplete
3	Review Records	Roosevelt, Mr. RTI User		Incomplete
4	Parental Notification	Roosevelt, Mr. RTI User		Incomplete
5	Problem Identification Interview with Teacher	Roosevelt, Mr. RTI User		Incomplete
6	Problem Identification Interview with Parent	Roosevelt, Mr. RTI User		Incomplete
7	Determine Educational Needs History	Roosevelt, Mr. RTI User		Incomplete
8	Obtain Description of Intervention			Incomplete
9	Observe Student			Incomplete
10	Develop Program Plan			Incomplete
11	Collect Progress Data			Incomplete
12	Observe Fidelity of Intervention			Incomplete
Final	Initial Planning Results Meeting	Roosevelt, Mr. RTI User		Incomplete

Note: Add new tasks using the Create a New dropdown menu. As task types are selected you will be able to name each new task.

Save Create a New Select Task

Team Members: Mr. Roosevelt

Results: No Results Specified

Edit tasks by clicking the Task Name.

Determine Team Members: The team member task compiles a list for all team members added within your account. Either add new team members by clicking the Add a Team Member link or use the checkboxes to select pre-existing team members.

Use the Delete button to delete any unwanted team members. Only team members who are not selected as other RTI case team members or assigned tasks may be deleted.

Select the Status of Complete or Incomplete. Click the Save button to save the changes or the Cancel button to cancel the changes and return to the Task List.

- Initial Planning - Determine Team Members

Task Name: Determine Team Members

Assigned To: Roosevelt, Mr.

Instructions: Add new team members to your team by clicking the "Add a Team Member" link at the bottom of the page.

Next, select Team Members who will be assigned tasks for this case and click the Save button.

Team Members:	Sel	Name	Title	Email	Actions
X	<input checked="" type="checkbox"/>	Roosevelt, Mr.	RTI User	support@edformation.com	
	<input type="checkbox"/>	Harrison, Mr.			Delete
	<input type="checkbox"/>	Smith, Mrs.	School Psychologist		Delete
	<input type="checkbox"/>	Jackson, Mr.			Delete
	<input checked="" type="checkbox"/>	Kennedy, Mrs.			

Add a Team Member

NOTE: All fields in RED are required.

Status: Incomplete

Save Cancel

Note: The student's teacher will automatically appear selected in the Team Member list.

Manage RTI Cases/The Initial Planning Task List 2.2.2

Initial Planning - Problem Identification Interview with Teacher

Task Name: Problem Identification Interview with Teacher

Assigned To: Roosevelt, Mr.

Expected Date: mm/dd/yyyy

Expected Time: 06:00 AM

Expected Attendees:
☒ Mr. Roosevelt
 ☐ Mrs. Kennedy
 ☐ Mr. Gale
 ☐ Janice Staltman

Notes:

Normal None Select Font... Size Bold Italic Underline Link

Property Inspector

This is the "Property Inspector" panel. Special options will appear in this space once you select elements like TABLE, TR, TD, A, IMG.

NOTE: All fields in RED are required.

Status: Incomplete

Save Cancel

Problem Identification Interview with Teacher: This task is a meeting-type task. In this task, you will be required to enter the Assigned To team member, the expected date and time the meeting will take place, and the expected meeting attendees. Enter any pre-note meetings at this time.

After this information is entered, save the task as incomplete and return to it after the meeting has taken place.

Once the meeting has taken place, you will be required to enter the actual date and time the meeting took place.

Save the task as complete or incomplete and click the Save button to save the task or the Cancel button to cancel the task and return to the Task List.

Initial Planning - Determine Educational Needs History

Task Name: Determine Educational Needs History

Assigned to: POCCASSET, M. >

Expected Date: 10/1 notifications

Expected Time: 00:00 AM >

History

WHS - Joffe van Elementary School
Grade: Megan (Grade 5)
 Compared to AllOther Growth Aggregate

WISC-III Scores (Approximate Medians):
 Fall: 105, Winter: 115, Spring: 125

Note: No FM Schedules have been entered for Megan (Grade 5)

Megan (Grade 5)
 Meigs (Grade 5) compared to All Other Meigs (Grade 5) at the Fall Benchmark is 54
 Meigs (Grade 5) compared to All Other Meigs (Grade 5) at the Spring Benchmark is 58
 The rate of improvement (ROI) from the Fall Benchmark is 5.8
 ROI% per week.

Megan (Grade 5)
 Reading - Curriculum Score Comparison

WRC Data (Approximate Values):
 8/24/11: 100, 9/11/11: 110, 9/28/11: 120, 10/15/11: 130, 10/22/11: 140, 10/29/11: 150, 11/5/11: 160, 11/12/11: 170, 11/19/11: 180, 11/26/11: 190, 12/3/11: 200, 12/10/11: 210, 12/17/11: 220, 12/24/11: 230, 1/7/12: 240, 1/14/12: 250, 1/21/12: 260, 1/28/12: 270, 2/4/12: 280, 2/11/12: 290, 2/18/12: 300, 2/25/12: 310, 3/4/12: 320, 3/11/12: 330, 3/18/12: 340, 3/25/12: 350, 4/1/12: 360, 4/8/12: 370, 4/15/12: 380, 4/22/12: 390, 4/29/12: 400, 5/6/12: 410, 5/13/12: 420, 5/20/12: 430, 5/27/12: 440, 6/3/12: 450, 6/10/12: 460, 6/17/12: 470, 6/24/12: 480, 7/1/12: 490, 7/8/12: 500, 7/15/12: 510, 7/22/12: 520, 7/29/12: 530, 8/5/12: 540, 8/12/12: 550, 8/19/12: 560, 8/26/12: 570, 9/2/12: 580, 9/9/12: 590, 9/16/12: 600, 9/23/12: 610, 9/30/12: 620, 10/7/12: 630, 10/14/12: 640, 10/21/12: 650, 10/28/12: 660, 11/4/12: 670, 11/11/12: 680, 11/18/12: 690, 11/25/12: 700, 12/2/12: 710, 12/9/12: 720, 12/16/12: 730, 12/23/12: 740, 12/30/12: 750, 1/6/13: 760, 1/13/13: 770, 1/20/13: 780, 1/27/13: 790, 2/3/13: 800, 2/10/13: 810, 2/17/13: 820, 2/24/13: 830, 3/2/13: 840, 3/9/13: 850, 3/16/13: 860, 3/23/13: 870, 3/30/13: 880, 4/6/13: 890, 4/13/13: 900, 4/20/13: 910, 4/27/13: 920, 5/4/13: 930, 5/11/13: 940, 5/18/13: 950, 5/25/13: 960, 6/1/13: 970, 6/8/13: 980, 6/15/13: 990, 6/22/13: 1000, 6/29/13: 1010, 7/6/13: 1020, 7/13/13: 1030, 7/20/13: 1040, 7/27/13: 1050, 8/3/13: 1060, 8/10/13: 1070, 8/17/13: 1080, 8/24/13: 1090, 8/31/13: 1100, 9/7/13: 1110, 9/14/13: 1120, 9/21/13: 1130, 9/28/13: 1140, 10/5/13: 1150, 10/12/13: 1160, 10/19/13: 1170, 10/26/13: 1180, 11/2/13: 1190, 11/9/13: 1200, 11/16/13: 1210, 11/23/13: 1220, 11/30/13: 1230, 12/7/13: 1240, 12/14/13: 1250, 12/21/13: 1260, 12/28/13: 1270, 1/4/14: 1280, 1/11/14: 1290, 1/18/14: 1300, 1/25/14: 1310, 2/1/14: 1320, 2/8/14: 1330, 2/15/14: 1340, 2/22/14: 1350, 2/29/14: 1360, 3/6/14: 1370, 3/13/14: 1380, 3/20/14: 1390, 3/27/14: 1400, 4/3/14: 1410, 4/10/14: 1420, 4/17/14: 1430, 4/24/14: 1440, 5/1/14: 1450, 5/8/14: 1460, 5/15/14: 1470, 5/22/14: 1480, 5/29/14: 1490, 6/5/14: 1500, 6/12/14: 1510, 6/19/14: 1520, 6/26/14: 1530, 7/3/14: 1540, 7/10/14: 1550, 7/17/14: 1560, 7/24/14: 1570, 7/31/14: 1580, 8/7/14: 1590, 8/14/14: 1600, 8/21/14: 1610, 8/28/14: 1620, 9/4/14: 1630, 9/11/14: 1640, 9/18/14: 1650, 9/25/14: 1660, 10/2/14: 1670, 10/9/14: 1680, 10/16/14: 1690, 10/23/14: 1700, 10/30/14: 1710, 11/6/14: 1720, 11/13/14: 1730, 11/20/14: 1740, 11/27/14: 1750, 12/4/14: 1760, 12/11/14: 1770, 12/18/14: 1780, 12/25/14: 1790, 1/1/15: 1800, 1/8/15: 1810, 1/15/15: 1820, 1/22/15: 1830, 1/29/15: 1840, 2/5/15: 1850, 2/12/15: 1860, 2/19/15: 1870, 2/26/15: 1880, 3/5/15: 1890, 3/12/15: 1900, 3/19/15: 1910, 3/26/15: 1920, 4/2/15: 1930, 4/9/15: 1940, 4/16/15: 1950, 4/23/15: 1960, 4/30/15: 1970, 5/7/15: 1980, 5/14/15: 1990, 5/21/15: 2000, 5/28/15: 2010, 6/4/15: 2020, 6/11/15: 2030, 6/18/15: 2040, 6/25/15: 2050, 7/2/15: 2060, 7/9/15: 2070, 7/16/15: 2080, 7/23/15: 2090, 7/30/15: 2100, 8/6/15: 2110, 8/13/15: 2120, 8/20/15: 2130, 8/27/15: 2140, 9/3/15: 2150, 9/10/15: 2160, 9/17/15: 2170, 9/24/15: 2180, 10/1/15: 2190, 10/8/15: 2200, 10/15/15: 2210, 10/22/15: 2220, 10/29/15: 2230, 11/5/15: 2240, 11/12/15: 2250, 11/19/15: 2260, 11/26/15: 2270, 12/3/15: 2280, 12/10/15: 2290, 12/17/15: 2300, 12/24/15: 2310, 1/7/16: 2320, 1/14/16: 2330, 1/21/16: 2340, 1/28/16: 2350, 2/4/16: 2360, 2/11/16: 2370, 2/18/16: 2380, 2/25/16: 2390, 3/4/16: 2400, 3/11/16: 2410, 3/18/16: 2420, 3/25/16: 2430, 4/1/16: 2440, 4/8/16: 2450, 4/15/16: 2460, 4/22/16: 2470, 4/29/16: 2480, 5/6/16: 2490, 5/13/16: 2500, 5/20/16: 2510, 5/27

Determine Educational Needs/History: This task will display any of the students' Benchmark history from within the AIMSweb system as well as any Progress Monitor and Survey Level Assessment (SLA) charts.

Select the Assigned To team member and the expected date and time the data will be gathered. Enter any notes you wish to keep regarding the student's educational needs or history.

Save the task as complete or incomplete and click the **Save** button to save the task or the **Cancel** button to cancel the task and return to the Task List.

A Determine Educational Needs/History summary will appear on the student's RTI case homepage.

Develop Progress Monitor Plan: You can document the plan for Progress Monitoring the student. Select the Assigned To team member, the Expected Date and Time the meeting will take place, and the expected meeting attendees.

The note entry and status is the same as with all tasks. Unique to this task is the Add Measure link.

Create a Progress Monitor schedule for the student from this link. Select the measure to be assessed, enter a start date, an intervention length, schedule, and frequency.

Determine the assessment grade level (see the *Progress Monitoring Strategies for Writing IEPs in General Curriculum and More Frequent and Formative Evaluation* document found on the Downloads page) and enter the initial performance and goal scores. Click the Save button to save the changes or the Cancel button to remove the changes and return to the Task List home page.

- Initial Planning - Develop Progress Monitoring Plan

Task Name: Develop Progress Monitoring Plan
Assigned To: Ricevelt, Mr.

Expected Date: 4/12/2008 10:00 AM
Expected Time: 10:00 AM

Planned by: ☐ Mr. Ricevelt ☐ Mrs. Kennedy ☐ Janice Stallman
☐ Mrs. Galt ☐ Mr. Galt

Plan: add resources

New

Initial Planning - Add a Measure

Measure **Planning - Curriculum Based Measurement**

Starting Date: 4/12/2008 10:00 AM
Information Length: 4 weeks ☐ 8 weeks ☐ 12 weeks ☐ 16 weeks ☐ 20 weeks ☐ 24 weeks ☐ 28 weeks ☐ 32 weeks ☐ 36 weeks ☐ 40 weeks ☐ 44 weeks ☐ 48 weeks ☐ 52 weeks ☐ 56 weeks ☐ 60 weeks ☐ 64 weeks ☐ 68 weeks ☐ 72 weeks ☐ 76 weeks ☐ 80 weeks ☐ 84 weeks ☐ 88 weeks ☐ 92 weeks ☐ 96 weeks ☐ 100 weeks ☐ 104 weeks ☐ 108 weeks ☐ 112 weeks ☐ 116 weeks ☐ 120 weeks ☐ 124 weeks ☐ 128 weeks ☐ 132 weeks ☐ 136 weeks ☐ 140 weeks ☐ 144 weeks ☐ 148 weeks ☐ 152 weeks ☐ 156 weeks ☐ 160 weeks ☐ 164 weeks ☐ 168 weeks ☐ 172 weeks ☐ 176 weeks ☐ 180 weeks ☐ 184 weeks ☐ 188 weeks ☐ 192 weeks ☐ 196 weeks ☐ 200 weeks ☐ 204 weeks ☐ 208 weeks ☐ 212 weeks ☐ 216 weeks ☐ 220 weeks ☐ 224 weeks ☐ 228 weeks ☐ 232 weeks ☐ 236 weeks ☐ 240 weeks ☐ 244 weeks ☐ 248 weeks ☐ 252 weeks ☐ 256 weeks ☐ 260 weeks ☐ 264 weeks ☐ 268 weeks ☐ 272 weeks ☐ 276 weeks ☐ 280 weeks ☐ 284 weeks ☐ 288 weeks ☐ 292 weeks ☐ 296 weeks ☐ 300 weeks ☐ 304 weeks ☐ 308 weeks ☐ 312 weeks ☐ 316 weeks ☐ 320 weeks ☐ 324 weeks ☐ 328 weeks ☐ 332 weeks ☐ 336 weeks ☐ 340 weeks ☐ 344 weeks ☐ 348 weeks ☐ 352 weeks ☐ 356 weeks ☐ 360 weeks ☐ 364 weeks ☐ 368 weeks ☐ 372 weeks ☐ 376 weeks ☐ 380 weeks ☐ 384 weeks ☐ 388 weeks ☐ 392 weeks ☐ 396 weeks ☐ 400 weeks ☐ 404 weeks ☐ 408 weeks ☐ 412 weeks ☐ 416 weeks ☐ 420 weeks ☐ 424 weeks ☐ 428 weeks ☐ 432 weeks ☐ 436 weeks ☐ 440 weeks ☐ 444 weeks ☐ 448 weeks ☐ 452 weeks ☐ 456 weeks ☐ 460 weeks ☐ 464 weeks ☐ 468 weeks ☐ 472 weeks ☐ 476 weeks ☐ 480 weeks ☐ 484 weeks ☐ 488 weeks ☐ 492 weeks ☐ 496 weeks ☐ 500 weeks ☐ 504 weeks ☐ 508 weeks ☐ 512 weeks ☐ 516 weeks ☐ 520 weeks ☐ 524 weeks ☐ 528 weeks ☐ 532 weeks ☐ 536 weeks ☐ 540 weeks ☐ 544 weeks ☐ 548 weeks ☐ 552 weeks ☐ 556 weeks ☐ 560 weeks ☐ 564 weeks ☐ 568 weeks ☐ 572 weeks ☐ 576 weeks ☐ 580 weeks ☐ 584 weeks ☐ 588 weeks ☐ 592 weeks ☐ 596 weeks ☐ 600 weeks ☐ 604 weeks ☐ 608 weeks ☐ 612 weeks ☐ 616 weeks ☐ 620 weeks ☐ 624 weeks ☐ 628 weeks ☐ 632 weeks ☐ 636 weeks ☐ 640 weeks ☐ 644 weeks ☐ 648 weeks ☐ 652 weeks ☐ 656 weeks ☐ 660 weeks ☐ 664 weeks ☐ 668 weeks ☐ 672 weeks ☐ 676 weeks ☐ 680 weeks ☐ 684 weeks ☐ 688 weeks ☐ 692 weeks ☐ 696 weeks ☐ 700 weeks ☐ 704 weeks ☐ 708 weeks ☐ 712 weeks ☐ 716 weeks ☐ 720 weeks ☐ 724 weeks ☐ 728 weeks ☐ 732 weeks ☐ 736 weeks ☐ 740 weeks ☐ 744 weeks ☐ 748 weeks ☐ 752 weeks ☐ 756 weeks ☐ 760 weeks ☐ 764 weeks ☐ 768 weeks ☐ 772 weeks ☐ 776 weeks ☐ 780 weeks ☐ 784 weeks ☐ 788 weeks ☐ 792 weeks ☐ 796 weeks ☐ 800 weeks ☐ 804 weeks ☐ 808 weeks ☐ 812 weeks ☐ 816 weeks ☐ 820 weeks ☐ 824 weeks ☐ 828 weeks ☐ 832 weeks ☐ 836 weeks ☐ 840 weeks ☐ 844 weeks ☐ 848 weeks ☐ 852 weeks ☐ 856 weeks ☐ 860 weeks ☐ 864 weeks ☐ 868 weeks ☐ 872 weeks ☐ 876 weeks ☐ 880 weeks ☐ 884 weeks ☐ 888 weeks ☐ 892 weeks ☐ 896 weeks ☐ 900 weeks ☐ 904 weeks ☐ 908 weeks ☐ 912 weeks ☐ 916 weeks ☐ 920 weeks ☐ 924 weeks ☐ 928 weeks ☐ 932 weeks ☐ 936 weeks ☐ 940 weeks ☐ 944 weeks ☐ 948 weeks ☐ 952 weeks ☐ 956 weeks ☐ 960 weeks ☐ 964 weeks ☐ 968 weeks ☐ 972 weeks ☐ 976 weeks ☐ 980 weeks ☐ 984 weeks ☐ 988 weeks ☐ 992 weeks ☐ 996 weeks ☐ 1000 weeks ☐ 1004 weeks ☐ 1008 weeks ☐ 1012 weeks ☐ 1016 weeks ☐ 1020 weeks ☐ 1024 weeks ☐ 1028 weeks ☐ 1032 weeks ☐ 1036 weeks ☐ 1040 weeks ☐ 1044 weeks ☐ 1048 weeks ☐ 1052 weeks ☐ 1056 weeks ☐ 1060 weeks ☐ 1064 weeks ☐ 1068 weeks ☐ 1072 weeks ☐ 1076 weeks ☐ 1080 weeks ☐ 1084 weeks ☐ 1088 weeks ☐ 1092 weeks ☐ 1096 weeks ☐ 1100 weeks ☐ 1104 weeks ☐ 1108 weeks ☐ 1112 weeks ☐ 1116 weeks ☐ 1120 weeks ☐ 1124 weeks ☐ 1128 weeks ☐ 1132 weeks ☐ 1136 weeks ☐ 1140 weeks ☐ 1144 weeks ☐ 1148 weeks ☐ 1152 weeks ☐ 1156 weeks ☐ 1160 weeks ☐ 1164 weeks ☐ 1168 weeks ☐ 1172 weeks ☐ 1176 weeks ☐ 1180 weeks ☐ 1184 weeks ☐ 1188 weeks ☐ 1192 weeks ☐ 1196 weeks ☐ 1200 weeks ☐ 1204 weeks ☐ 1208 weeks ☐ 1212 weeks ☐ 1216 weeks ☐ 1220 weeks ☐ 1224 weeks ☐ 1228 weeks ☐ 1232 weeks ☐ 1236 weeks ☐ 1240 weeks ☐ 1244 weeks ☐ 1248 weeks ☐ 1252 weeks ☐ 1256 weeks ☐ 1260 weeks ☐ 1264 weeks ☐ 1268 weeks ☐ 1272 weeks ☐ 1276 weeks ☐ 1280 weeks ☐ 1284 weeks ☐ 1288 weeks ☐ 1292 weeks ☐ 1296 weeks ☐ 1300 weeks ☐ 1304 weeks ☐ 1308 weeks



Manage RTI Cases/The Initial Planning Task List 2.2.2

Monitored Measures

Reading - Curriculum Based Measurement
(add measure - edit measure - enter scores)
Expected Rate of progress: 2.00 WRC/week

A Progress Monitor chart will appear below the Task List. Use the links provided to add measures, edit measures and enter scores.

Enter Progress Monitor Scores

Show ALL sessions for this schedule

Tab Order Scheduled Dates 08/01/2006 Go

Mon	Tue	Wed	Thu	Fri
R-CBM - Gale, Megan				
07/26/2006 thru 09/06/2006				
Jul 31 Corrects Errors None	Aug 1 Corrects Errors 2P32	Aug 2 Corrects Errors None	Aug 3 Corrects Errors None	Aug 4 Corrects Errors None

☐ File this Assessment Schedule

Grey sessions are baseline/goal sessions. Yellow sessions have corresponding interventions. Green sessions are the scheduled sessions.

Save Cancel

Enter scores into the text fields provided. Click the Save button to save the changes or the Cancel button to remove the changes and return to the RTI Task List. For more information on utilizing the Progress Monitor score entry page, reference Chapter 3.1. As scores are entered, the Progress Monitor chart will be updated.

Initial Planning - Results Meeting

Task Name: Results Meeting
Assigned To: Roosevelt, Mr.
Expected Date: mm/dd/yyyy
Expected Time: 08:00 AM
Expected Attendees: ☒ Mr. Roosevelt ☐ Mrs. Kennedy ☐ Janice Stallman
☐ Mrs. Gale ☐ Mr. Gale

Results:

☒ No Results Specified
☐ No Significant Educational Need
Maintain Current Intervention and Evaluate Rates of Progress Using Benchmark Assessment Program.
☐ Some Significant Concerns but Current Intervention may be Effective
Maintain Current Intervention and Continue Monitoring Rates of Progress Using Response to Intervention.
☐ Some Significant Concerns and Intervention Needs Modification
Change Current Intervention and Evaluate Rates of Progress Using Response to Intervention.
Significant Educational Needs That Team Believed Could Not be Remedied with Scientifically Based, Resource Intensive General Education Intervention
Requires Immediate Consideration of Special Education Needs and IEP.

Notes:

Normal None Select Font Size B I U

This is the "Property Inspector" panel. Special options will appear in this space once you select elements like TABLE, TR, TD, A, IFO.

NOTE: All fields in RED are required.

Status: Incomplete

Save Cancel

Initial Planning Results Meeting: This is the last task in the Initial Planning Task List. After all tasks are complete, you and your team must evaluate the outcome of the Initial Planning.

First, select the Assigned To team member, expected date and time and expected attendees. After the meeting, enter the actual date and time and attendees.

Before changing the task status to complete, select from one of the provided results:

- No Results Specified
- No Significant Educational Need
- Some Significant Concerns but Current Intervention may be Effective
- Some Significant Concerns and Intervention Needs Modification
- Significant Educational Needs That Team Believed Could Not be Remedied with Scientifically Based, Resource Intensive General Education Intervention.

Select the Status and click the Save button to save the changes or Cancel to remove the changes and return to the RTI Task List.

Manage RTI Cases/The Intervention Task List 2.2.3

When an Initial Planning result requiring an intervention is selected and the Results Meeting is complete, a new Intervention Task List appears on the RTI case homepage. All of Intervention Task List properties are the same as the Initial Planning Task List.

Complete each task as done with the Initial Planning tasks. After all tasks are finished, complete the Intervention Results Meeting.

- Intervention 1

Task List				
Task #	Task Name	Assigned To	Due Date	Status
1	Complete Survey Level Assessment	Stallman, Janice Speech and Language Pathologist	03/29/2006	Complete
2	Assess Student for Instructional Planning	Roosevelt, Mr. RTI User		Incomplete
3	Develop Intervention	Roosevelt, Mr. RTI User		Incomplete
4	Obtain Resources/Provide Training for Intervention	Roosevelt, Mr. RTI User		Incomplete
5	Develop Progress Monitoring Plan	Roosevelt, Mr. RTI User		Incomplete
6	Support and Implement Intervention	Roosevelt, Mr. RTI User		Incomplete
7	Observe Fidelity of Intervention Implementation	Roosevelt, Mr. RTI User		Incomplete
8	Collect Progress Monitoring Data	Roosevelt, Mr. RTI User		Incomplete
Final	Intervention 1 Results Meeting	Roosevelt, Mr. RTI User		Incomplete

Save Create a New Select Task

Team Members: Mr. Roosevelt

Results: No Results Specified

Monitored Measures
(add measure)

- Intervention 1 - Results Meeting

Task Name: Results Meeting
Assigned To: Roosevelt, Mr.

Expected Date: 03/29/2006
Expected Time: 06:00 AM

Expected Attendees:
☒ Mr. Roosevelt
☐ Mrs. Kennedy
☐ Janice Stallman
☐ Mrs. Gale
☐ Mr. Gale

Results:
☒ No Results Specified
☐ Some Significant Concerns but Current Intervention may be Effective
☐ Some Significant Concerns and Intervention Needs Modification
☐ Significant Educational Needs That Team Believed Could Not be Remedied with Scientifically Based, Resource Intensive General Education Intervention
☐ No Significant Educational Need
☐ Intervention was effective: Evaluate Progress Using Benchmark Assessment Program
☐ Significant Educational Needs and Current Intervention May be Effective but is Not Sustainable with Respect to Resource Time and Intensity

Notes:

Properties Inspector:
This is the "Properties Inspector" panel. Special options will appear in this space once you select elements like TABLE, TR, TD, A, IMG.

NOTE: All fields in RED are required.

Status: Incomplete

Save Cancel

Intervention Results Meeting: This is the last task in the Intervention Task List. After all tasks are complete, you and your team must evaluate the outcome of the Intervention.

First, select the Assigned To team member, expected date and time and expected attendees. After the meeting enter the actual date and time and attendees.

Before changing the task status to complete, select from one of the provided results:

- No Results Specified
- Some Significant Concerns but Current Intervention may be Effective
- Some Significant Concerns and Intervention Needs Modification
- Significant Educational Needs That Team Believed Could Not be Remedied with Scientifically Based, Resource Intensive General Education Intervention.
- Significant Educational Needs and Current Intervention may be Effective but is Not Sustainable with Respect to Resource Time and Intensity.

Select the Status and click the Save button to save the changes or Cancel to remove the changes and return to the RTI Task List.



2.3

The RTI Tab**RTI Compiled Reports**

Generating the RTI Compiled Report

← Back E-Mail PDF

E-mail Report

Caution: All student data is confidential. Email reports only to school personnel unless given parental permission.

Your Email Address: natalie.romsdahl@edformation.co

Recipient Email Address:

Subject: AIMSweb Report

Short Message:

Send Cancel

The RTI Tab/Generating the RTI Compiled Report 2.3**Compiled Report**

Throughout the RTI Case Management home pages and tasks, there is a Compiled Report icon. Click this icon to generate a report summary of all tasks.

The Compiled Report can be emailed, printed, or saved at the time of viewing.

Print or save the report electronically by clicking the PDF button at the top of the report window. After clicking the PDF button, a new window will appear. The report will be sized to an 8 ½" x 11" frame perfect for printing.

Email the report by clicking the blue Email button at the top of the page. Enter the recipient's email address and any notes you'd like to send along with the email. Click the Send button to send the message or Cancel to cancel the email.

2.4

The RTI Tab**RTI Caseload Management**

1. Deleting Cases
2. Filing Cases

From the RTI Caseload homepage RTI Cases can be deleted or filed.

RTI Caseload Management/Deleting Cases 2.4.1

Deleting an RTI case will permanently remove the case from your RTI homepage, including all task data.

Deleting the RTI Task will not delete the student from his or her school.

Delete a case by clicking the checkbox next to the name of the student whose case you wish to delete. Then, click the Delete button.

File Checked Manage Students

Showing Active Interventions

<input type="checkbox"/> Students	Concern Area	Current Step	Progress	Report
<input type="checkbox"/> Gale, Megan (3)	Reading	Intervention	Assess Student for Instructional Planning	
<input type="checkbox"/> Bergner, Victoria (4)		Initial Planning	Enter Referral Information	
<input type="checkbox"/> Frost, Delyn (4)		Initial Planning	Enter Referral Information	
<input type="checkbox"/> Students	Concern Area	Current Step	Progress	Report

File Checked Delete

Today is: 07/26/2006 Wed




Progress Monitor Caseload Management/Filing Assessment Schedules 2.4.2

Filing RTI Cases allows you to view current or relevant cases, but maintain completed or outdated cases for your records. Cases are filed by school year.

File a case by clicking the check-box next to the student's name and clicking the File button.

The student's name will be removed from the RTI Caseload homepage.

File Checked
Manage Students
Showing
Active
Interventions

Students	Concern Area	Current Step	Progress	Report
<input type="checkbox"/> Gale, Megan (3)	Reading	Intervention	Assess Student for Instructional Planning	
<input type="checkbox"/> Bergner, Victoria (4)		Initial Planning	Enter Referral Information	
<input type="checkbox"/> Frost, Deynn (4)		Initial Planning	Enter Referral Information	
Students	Concern Area	Current Step	Progress	Report

File Checked
Delete

Today is: 07/26/2006 Wed

View filed cases by selecting the word Filed from the Showing _ Schedules dropdown menu at the top of the RTI Caseload homepage. Filed cases cannot be edited. To un-file a case, click the check-box next to the student's name and click the unfile button. You will be returned to the active RTI Caseload homepage.

[illegible]



Chapter 3: Progress Monitor Caseload Home Page

3.1

The Progress Monitor Tab

Manage Progress Monitor Schedules

1. Learn About the Segments of a Progress Monitor Assessment Schedule
2. Using the Schedule Wizard
3. Editing Schedules
4. Entering Progress Monitor Scores
5. Creating Interventions and Goal Changes

Progress Monitor assessment schedules can be used with or without the use of the Schedule Wizard. The Schedule Wizard allows the Progress Monitor Teacher to create the same schedule for multiple students and multiple measures.

In this chapter, we will review the segments of a Progress Monitor assessment schedule, and how to create Progress Monitor assessment schedules both with and without the use of the Schedule Wizard.

Manage Progress Monitor Schedules/Segments of a Schedule 3.1.1

Before using the Schedule Wizard, ensure you have a full understanding of the segments of the Progress Monitor schedule. This is best illustrated by creating a Progress Monitor schedule without using the schedule wizard. Piecing together a Progress Monitor assessment schedule will answer the questions: who, what, when, how often, and what should we expect?

Who: The first step of creating an assessment schedule, and the first segment of an assessment schedule is the student. Who are you assessing? Select a student to assess by selecting the Manage Student button. This will open the Manage Students screen.

Perform a search for the student you wish to Progress Monitor (see section 2.1.2). When the student appears in the Student List, click the checkbox next to the student's name and click the Add PM button.

A window will appear asking if you would like to use the Schedule Wizard. Click OK to use the Schedule Wizard, or Cancel to create the schedule in segments. When opting not to use the Schedule Wizard, you will return to the Progress Monitor Caseload homepage upon clicking the Cancel button.

The Student's Name will appear in the Student column of the Progress Monitor table.

Note: The student's name is a link. You can edit the student's information by clicking directly on the student's name.

Manage Progress Monitor Schedules/Segments of a Schedule 3.1.1

What: The next question is “What are you assessing?” This is defined by the General Outcome Measure (GOM), or measure.

Below the Measure column of the Progress Monitor Caseload is a Select link. Click this link to select which measure will be used to assess the student.

The Measures window will appear. Select which measure you wish to assess by clicking the radio (circle) button. When creating a schedule in segments, rather than using the Schedule Wizard, you are only able to select one measure.

When the measure is selected, click the Save button to save the measure or the Cancel button to cancel the action and return to the Progress Monitor Caseload homepage.

The screenshot shows the 'Progress Monitoring Caseload' interface. At the top, there are tabs: Progress Monitor, Reports, Downloads, AIMSONline, My Account, and Welcome. Below the tabs, there's a 'Showing ALL' dropdown and a 'Measures Showing Active Schedules' section. A table lists students with columns for Student, Measure, Schedule, Last Score, Next Score, Goal, and Progress Report. A 'Select' link is visible under the Measure column for 'Gralish, Tabitha (3)'. A 'Measures' window is open, displaying a list of measures with radio buttons for selection. The measures include Early Lit - Initial Sounds Fluency (ISF), Early Lit - Letter Naming Fluency (LNF), Early Lit - Letter Sound Fluency (LSF), Early Lit - Phoneme Segmentation Fluency (PSF), Early Lit - Nonsense Word Fluency (NWF), GGG - Alliteration (ALLIT), GGG - Rhyming (RHYM), GGG - Picture Naming Fluency (PNF), Early Num. - Oral Counting (OCM), Early Num. - Number Identification (NIM), Early Num. - Quantity Discrimination (QDM), Early Num. - Missing Number (MNM), MIDE - MIDE Letter Naming Fluency (M-LNF), MIDE - MIDE Letter Sound Fluency (M-LSF), MIDE - MIDE Syllable Reading Fluency (M-SRF), MIDE - MIDE Syllable Segmentation Fluency (M-SSF), MIDE - MIDE Spelling (M-Spell), Reading - Reading - Curriculum Based Measurement (R-CBM), Reading - MAZE - Comprehension (MAZE), Mathematics - Basic Addition Facts (ADD), Mathematics - Basic Subtraction Facts (SUB), Mathematics - Basic Addition and Subtraction Facts (Add/Sub), Mathematics - Basic Multiplication Facts (MUL), Mathematics - Basic Division Facts (DIV), Mathematics - Basic Multiplication and Division Facts (Mul/Div), Mathematics - All Basic Facts (AllFacts), Mathematics - Mathematics Computation (M-CBM), Mathematics - Mathematics Computation (Answer & Process) (M-CBMAP), Spelling - Spelling - Curriculum Based Measurement (S-CBM), Writing - Written Expression - Curriculum Based Measurement2 (W-CBM2), Writing - Written Expression - Curriculum Based Measurement (W-CBM), DIBELS - Retell Fluency (RTF), DIBELS - Word Use Fluency (WUF), and DIBELS - DIBELS - Oral Reading Fluency (DORF). At the bottom of the window are 'Save' and 'Cancel' buttons.

The measure name will appear under the Measure column of the Progress Monitor table. From this point, the measure can not be changed or edited.

When: Next you need to determine for how long and how often you will assess the student. Click the Enter Schedule link under the Schedule column of the Progress Monitor table.

The Determine Goal Duration and Assessment Frequency window will appear.

The screenshot shows the 'Determine Goal Duration and Assessment Frequency' window. It is titled 'Tabitha Gralish (Grade 3) Reading - Curriculum Based Measurement'. It asks to 'Select a beginning date, an ending date and one of the four frequency options.' There are fields for 'Goal Start Date' (07/19/2006) and 'Goal Ending Date' (mm/dd/yyyy). A 'Skip Summer Months' checkbox is present. Below this, the 'Assessment Schedule and Frequency' section has options for 'Daily' (every 1 day(s)), 'Weekly' (every 1 week(s) on Mon, Tue, Wed, Thu, Fri), 'Monthly by Day' (The 1st day of every 2 month(s)), and 'Monthly by Week' (The First Mon of every 1 month(s)). At the bottom, the 'Period and End of Schedule Reviews' section has a 'Periodic Reviews' dropdown set to 'None'. 'Save' and 'Cancel' buttons are at the bottom.





Manage Progress Monitor Schedules/Segments of a Schedule 3.1.1

Determine Goal Duration and Assessment Frequency

Tabitha Gralish (Grade 3)
Reading - Curriculum Based Measurement

Select a beginning date, an ending date and one of the four frequency options.

Goal Start Date: 07/19/2006  Goal Ending Date: 

Skip Summer Months: ☐
Summer dates are 06/01-08/31.

Assessment Schedule and Frequency

Daily: ☒ every 1 day(s)
Weekly: ☐ every 1 week(s) on ☒ Mon ☐ Tue ☐ Wed ☐ Thu
Monthly by Day: ☐ The 1st day of every 2 month(s)
Monthly by Week: ☐ The First Mon of every 1 month(s)

Period and End of Schedule Reviews

Periodic Reviews: None

Save Cancel

From this window, you define the first and last days the student will be assessed. These are known as the Goal Start Date and Goal End Date.

Either use the appropriately labeled text fields to type in the goal date in a format of mm/dd/yyyy or click the calendar icon to select a date.

Note: The Goal Duration cannot be longer than 366 days. After 366 days a new Progress Monitor schedule must be created for the student.

How Often: The next item to define is the frequency of the assessment schedule.

The Assessment Schedule and Frequency portion of this page allows us to select how often we will assess the student. Our options are:

Daily— selecting every X number of days.

Weekly— selecting every X number of weeks and on which days.

Monthly by Day— selecting the X day of every X number of months.

Monthly by Week— selecting the X day of the week of every X months.

Assessment Schedule and Frequency

Daily: ☒ every 1 day(s)
Weekly: ☐ every 1 week(s) on ☒ Mon ☐ Tue ☐ Wed ☐ Thu ☐ Fri
Monthly by Day: ☐ The 1st day of every 2 month(s)
Monthly by Week: ☐ The First Mon of every 1 month(s)

Use the radio buttons and text fields or dropdown menus to make your Assessment Schedule and Frequency selection.

You have the option of selecting Periodic and End of Schedule Reviews for the Progress Monitor schedule. This review will allow you and your team to help evaluate the effectiveness of the intervention(s) used.

Period and End of Schedule Reviews

Periodic Reviews: None

Use the Periodic Review dropdown menu to select a review frequency of none, every 8 weeks, every 10 weeks, Quarterly, Trimestrally and Annually. When you have made your selections, click the Save button to save the changes or the Cancel button to remove any changes and return to the Progress Monitor Caseload homepage.

Manage Progress Monitor Schedules/Segments of a Schedule 3.1.1

The Progress Monitor Caseload homepage opens and the schedule duration and frequency will appear under the Schedule column of the Progress Monitor table.

What Can We Expect: The last question to be answered is “What can we expect?” This means you need to determine the student's current level of performance and define a performance goal for the student. Use the Enter SLA, Baseline and Goal Scores window to enter this information.

Click either the Enter link under the Goal column or the Enter SLA Baseline and Goal Scores link under the Progress Report column of the Progress Monitor Table.

This window is broken into three parts: Survey Level Assessment (SLA) Scores to the left and Initial Performance Scores and Goal Criterion for Success Scores to the right.

The SLA is one method which can be used to determine a student's assessment level. Please reference the document titled *Progress Monitoring Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation* (chapter 4) to learn more on administering the SLA.

Once SLA scores are obtained, enter them into the text fields provided. Click the Save and Graph button to view the SLA chart. You can use this chart to help make determinations about the student's current performance or appropriate assessment levels.

When an assessment level is selected use the Initial Performance Scores section to enter an assessment grade level and an initial score.

Use the Assessment Grade Level dropdown menu to select an assessment grade. If the selected grade has a corresponding SLA score, you will be asked if you would like to use the SLA score as the initial score. Otherwise, type the student's first score at the selected grade level into the Initial Score text field.

Note: Only the fields in Red are required. All other fields are optional.



Manage Progress Monitor Schedules/Segments of a Schedule 3.1.1

Enter SLA, Initial Performance, and Goal Scores

Tabitha Gralish (Grade 3)
Reading - Curriculum Based Measurement

Directions: Assess the student using randomly selected passages from each grade level. Enter the score for each grade level assessed.

Survey Level Assessment Scores			Initial Performance Scores	
Grade	Corrects	Errors	Assessment Grade Level:	
Grade 8			3	
Grade 7			Initial Corrects:	
Grade 6			Initial Errors:	
Grade 5			Initial Probe:	None
Grade 4			Initial Program Label:	
Grade 3			Initial Program Description:	
Grade 2				
Grade 1				
Grade K				

Goal Criterion for Success Scores

Goal Corrects:

Goal Errors:

Save & Graph Save Cancel

Optional data entry items under the Initial Performance Scores segment are:

Initial Errors– used to track the student’s error rate and accuracy.

Initial Probe– used to track which probe was used for the assessment. This will help to avoid repetition of probes.

Initial Program Label– used to mark a short note on the student’s Progress Monitor chart.

Initial Program Description– used to describe more in-depth the student’s current program.

The last pieces of information to enter are the Goal Corrects and the Goal Errors found under the Goal Criterion for Success Scores portion of the window. The Goal Corrects and Errors are the scores the student will aspire to reach on the last day of the assessment schedule, or the Goal End Date. You can determine the goal scores by using the document titled *Progress Monitoring Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation* (chapter 4).

Enter the Goal Corrects and Goal Errors in the appropriately labeled text fields. Click the Save button to save the data or the Cancel button to clear the data and return to the Progress Monitor Caseload homepage.

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Progress Monitoring Caseload

File Manage Students Showing ALL Measures Showing Active Schedules

Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	46/5 (09/29/2006)	10/09/2006 Mon	Grade 2 95 WRC	Insufficient Scores
Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report

File Delete Transfer Schedule View Selected

Today is: 07/19/2006 Wed

Upon saving the initial and goal data, all other columns of the Progress Monitor table are filled. Note the Last Score, Next Score, Goal, and Progress Report columns all have information in them.

Last Score– this column displays the date and score of the last assessment.

Next Score– this column displays the next date the student is scheduled to be assessed.

Goal– this column displays the assessment level and the goal correct score.

Progress Report– this column displays a brief summary of the student’s performance throughout the assessment.

These columns are dynamic in that as more scores are entered in the future, the information displayed under each column heading will change appropriately.

Manage Progress Monitor Schedules/Segments of a Schedule 3.1.1

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File

Manage Students

Showing

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Showing

Schedules

<input type="checkbox"/> Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report	<input type="checkbox"/>
<input type="checkbox"/> Gralish, Tabitha (3)	R-CBM	09/29/2006 <i>thru</i> 09/28/2007 <i>every 2 weeks on Mon</i>	46/5 <i>(09/29/2006)</i>	10/09/2006 <i>Mon</i>	Grade 2 95 WRC	Insufficient Scores	<input type="checkbox"/>
<input type="checkbox"/> Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report	<input type="checkbox"/>

File

Delete

Transfer Schedule

View Selected

Today is: 07/19/2006 Wed

Through this Progress Monitor table you can see that all of our questions have been answered:

Who— Tabitha Gralish, grade 3

What— R-CBM

When— 09/29/2006—09/28/2007

How Often— every 2 weeks on Monday

What Should We Expect– by 09/28/2007 Tabitha Gralish will read 95 WRC from the AIMSweb R-CBM passages.

[illegible]

**Manage Progress Monitor Schedules/Using the Schedule Wizard 3.1.2**

An alternative, and more efficient, method of creating Progress Monitor assessment schedules is to use the Schedule Wizard. The Schedule Wizard makes it possible to create Progress Monitor schedules for multiple students and multiple measures but with the same duration and frequency. This can significantly cut down the time spent creating Progress Monitor assessment schedules.

Select a students to assess by selecting the Manage Student button. This will take us to the Manage Students screen.

Perform a search for the students you wish to Progress Monitor (see section 2.1.2). A more general search is suggested, since the result is more students in the Student List. When the students appear in the Student List, click the checkboxes next to each student's name and click the Add PM button.

A window will appear asking if you would like to use the Schedule Wizard. Click OK to use the Schedule Wizard, or Cancel to create the schedule in segments. When opting to use the Schedule Wizard you are automatically taken to the Measures window.

Use the check boxes next to the measures you wish to select. There is no limit of how many measures can be selected. However, for each measure selected, a schedule will be created for each student.

At the bottom of the page are three buttons: Save, Next, and Cancel. Click the Save button to save the changes, end the Schedule Wizard process, and return to the Progress Monitor Caseload homepage. Click the Next button to continue through the Schedule Wizard or click the Cancel button to remove any selections and return to the Progress Monitor Caseload homepage.

Notes: _____



Manage Progress Monitor Schedules/Using the Schedule Wizard 3.1.2

After selecting the measure or measures you wish to assess and clicking the Next button, you will be brought to the Assessment Schedule Duration and Frequency window.

From this window, you can define the first and last days the student will be assessed. These are known as the Goal Start Date and Goal End Date.

Either use the appropriately labeled text fields to type in the goal date in a format of mm/dd/yyyy or click the calendar icon to select a date.

Note: The Goal Duration cannot be longer than 366 days. After 366 days, a new Progress Monitor schedule must be created for the student.

How Often: The next item to define is the frequency of the assessment schedule.

The Assessment Schedule and Frequency portion of this page allows you to select how often you will assess the student. The options are:

Daily– selecting every X number of days.

Weekly– selecting every X number of weeks and on which days.

Monthly by Day– selecting the X day of every X number of months.

Monthly by Week– selecting the X day of the week of every X months.

Use the radio buttons and text fields or dropdown menus to make your Assessment Schedule and Frequency selection.

You have the option of selecting Periodic and End of Schedule Reviews for the Progress Monitor schedule. This review will allow you and your team to help evaluate the effectiveness of the intervention(s) used.

Period and End of Schedule Reviews

Use the Periodic Review dropdown menu to select a review frequency of none, every 8 weeks, every 10 weeks, Quarterly, Trimestrally and Annually. When you have made your selections, click the Save button to save the changes or click the Cancel button to remove any changes and return to the Progress Monitor Caseload homepage.



Manage Progress Monitor Schedules/Using the Schedule Wizard 3.1.2

Upon returning to the Progress Monitor Caseload homepage, you will see the Student, Measure and Schedule columns are filled with the data you have selected.

<input type="checkbox"/>	Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report ?	<input type="checkbox"/>
<input type="checkbox"/>	Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	46/5 (09/29/2006)	10/09/2006 Mon	Grade 2 95 WRC	Insufficient Scores	<input type="checkbox"/>
<input type="checkbox"/>	Hadd, Madisen (5)	R-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed			Enter	Enter SLA, BaseLine and Goal Scores	<input type="checkbox"/>
<input type="checkbox"/>	Hadd, Madisen (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed			Enter	Enter SLA, BaseLine and Goal Scores	<input type="checkbox"/>
<input type="checkbox"/>	Hadd, Madisen (5)	M-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed				BaseLine al Scores	<input type="checkbox"/>
<input type="checkbox"/>	Howard, Emily (5)	R-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed				BaseLine al Scores	<input type="checkbox"/>
<input type="checkbox"/>	Howard, Emily (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed				BaseLine al Scores	<input type="checkbox"/>
<input type="checkbox"/>	Howard, Emily (5)	M-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed				BaseLine al Scores	<input type="checkbox"/>
<input type="checkbox"/>	Reeds, Jared (5)	R-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed				BaseLine al Scores	<input type="checkbox"/>
<input type="checkbox"/>	Reeds, Jared (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed				BaseLine al Scores	<input type="checkbox"/>
<input type="checkbox"/>	Reeds, Jared (5)	M-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed			Enter	Enter SLA, BaseLine and Goal Scores	<input type="checkbox"/>
<input type="checkbox"/>	Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report ?	<input type="checkbox"/>

Note: Use the Student and Measure column headings to arrange the Progress Monitor schedule list alphabetically by student or assessed measure.

As the SLA, baseline, and goal scores can only be, by definition, student-specific, you will need to enter this information for each respective schedule. Please reference section 2.2.1 for detailed information on entering this data.

Manage Progress Monitor Schedules/Editing Schedules 3.1.3

Progress Monitor assessment schedules can be edited at any time.

Simply use the links provided for each schedule to edit the student name, schedule duration and frequency, or initial and goal information. Clicking each link will take you to its respective data entry page.

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Manage Students

Showing ALL Measures Showing Active Schedules

<input type="checkbox"/>	Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report ?	<input type="checkbox"/>
<input type="checkbox"/>	Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	46/5 (09/29/2006)	10/09/2006 Mon	Grade 2 95 WRC	Insufficient Scores	<input type="checkbox"/>
<input type="checkbox"/>	Hadd, Madisen (5)	R-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	72/3 (09/28/2006)	10/11/2006 Wed	Grade 3 140 WRC	Insufficient Scores	<input type="checkbox"/>
<input type="checkbox"/>	Hadd, Madisen (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	12 (09/28/2006)				<input type="checkbox"/>
<input type="checkbox"/>	Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report ?	<input type="checkbox"/>

Note: The Measure is not an editable segment of the Progress Monitor schedule.

Note: The Last Score listing will appear either black, or orange, or red. Black indicates a scheduled assessment is not due. Orange indicates a scheduled assessment is due soon. Red indicates a scheduled assessment is past due.

Notes: _____



Manage Progress Monitor Schedules/Entering Scores 3.1.4

There are two ways to enter Progress Monitor scores: individually, one schedule at a time, or in a group, provided the students are all assessed in the same measure.

Click the link under the Next Score column to enter scores for any schedule.

Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	46.5	10/09/2006 Mon	Grade 2 66 WRC	Insufficient Scores
Hadd, Madisen (5)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Wed	72.5	10/11/2006 Wed	Grade 3 140 WRC	Insufficient Scores
Hadd, Madisen (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	12	10/11/2006 Wed	Grade 3 20 RC	Insufficient Scores

The score entry window will appear in a calendar format. The next scheduled assessment date is displayed and highlighted green.

Use the Corrects and Errors text fields to enter the student's scores for the date. Use the Probe dropdown menu to select the probe used for the assessment.

Enter Progress Monitor Scores

Show ALL sessions for this schedule

Tab Order: Across | 10/09/2006 | Go

Mon	Tue	Wed	Thu	Fri
R-CBM - Gralish, Tabitha 09/29/2006 thru 09/28/2007				
Oct 9 Corrects: Errors: Probe: 2P08	Oct 10 Corrects: Errors: Probe: None	Oct 11 Corrects: Errors: Probe: None	Oct 12 Corrects: Errors: Probe: None	Oct 13 Corrects: Errors: Probe: None

☐ File this Assessment Schedule

Grey sessions are baseline/goal sessions. Yellow sessions have corresponding interventions. Green sessions are the scheduled sessions.

Save Cancel

Note: Use the Prev and Next buttons to navigate to the previous and the next week. The double-arrow buttons will navigate to the previous and next month.

Use the Show ALL sessions for this schedule link to view or enter scores for the entire schedule from goal start date to goal end date.

Use the Tab Order dropdown menu to control your tab navigation. This means if you click your mouse on the Corrects text field and click the Tab button on your keyboard, the cursor will move to the next text field available. This makes for the most efficient score entry. You can select from a tab order of across or scheduled dates. Across will navigate the cursor horizontally across the page. Scheduled dates will navigate the cursor only to the next scheduled date. Once you have made your selection, click the Go button to set your preference.

Once scores are entered, click the Save button to save the scores or the Cancel button to remove any changes and return to the Progress Monitor Caseload home page.

Notes: _____

Manage Progress Monitor Schedules/Entering Scores 3.1.4

An alternate method of score entry is to enter scores for all students at one time, provided they are assessed in the same measure.

To do this, first you must select a measure from the Showing_Measures drop-down menu. Only students with assessment schedules for the selected measure will be listed on the Progress Monitoring Caseload homepage.

A new icon will appear in the Next Score column heading. Click this icon to enter scores for all students listed on the Progress Monitor Caseload home-page.

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Manage Students
Showing ALL
Measures Showing Active Schedules

Student	Measure	Schedule	MIDE - M-SSF	MIDE - M-Spell	Score	Goal	Progress Report
Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 10/06/2006 every 2 weeks	Reading - R-CBM	Reading - MAZE	16 Mon	Grade 2 95 WRC	Insufficient Scores
Hadd, Madisen (5)	R-CBM	09/29/2006 thru 10/06/2006 every 2 weeks	Mathematics - ADD	Mathematics - SUB	16 Wed	Grade 3 140 WRC	Insufficient Scores
Hadd, Madisen (5)	MAZE	09/29/2006 thru 10/06/2006 every 2 weeks	Mathematics - Add/Sub	Mathematics - MUL	16 Wed	Grade 3 20 WRC	Insufficient Scores
Student	Measure	Schedule	Mathematics - DIV <th>Mathematics - Mul/Div <th>Score</th> <th>Goal</th> <th>Progress Report</th> </th>	Mathematics - Mul/Div <th>Score</th> <th>Goal</th> <th>Progress Report</th>	Score	Goal	Progress Report
			Mathematics - AllFacts	Mathematics - M-CBM			

File
Delete
Transfer Schedule
View Selected

Today is: 07/20/2006

Progress Monitoring Caseload

File
Manage Students
Showing Reading - R-CBM
Measures Showing Active Schedules

Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	46.5 (09/28/2006)	10/09/2006 Mon	Grade 2 95 WRC	Insufficient Scores
Hadd, Madisen (5)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Wed	72.3 (09/28/2006)	10/11/2006 Wed	Grade 3 140 WRC	Insufficient Scores
Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report

File
Delete
Transfer Schedule
View Selected

Enter Progress Monitor Scores

The date will default to the earliest scheduled date. After scores are entered, click the Save button to save the changes and click the Cancel button to cancel the changes and return to the Progress Monitor Caseload homepage.

Mon		Tue		Wed		Thu		Fri	
R-CBM - Gralish, Tabitha 09/29/2006 thru 09/28/2007									
Oct 9 Corrects Errors Probe <input type="text"/> <input type="text"/> 2P08	Oct 10 Corrects Errors Probe <input type="text"/> <input type="text"/> None	Oct 11 Corrects Errors Probe <input type="text"/> <input type="text"/> None	Oct 12 Corrects Errors Probe <input type="text"/> <input type="text"/> None	Oct 13 Corrects Errors Probe <input type="text"/> <input type="text"/> None					
R-CBM - Hadd, Madisen 09/28/2006 thru 09/28/2007									
Oct 9 Corrects Errors Probe <input type="text"/> <input type="text"/> None	Oct 10 Corrects Errors Probe <input type="text"/> <input type="text"/> None	Oct 11 Corrects Errors Probe <input type="text"/> <input type="text"/> 3P15	Oct 12 Corrects Errors Probe <input type="text"/> <input type="text"/> None	Oct 13 Corrects Errors Probe <input type="text"/> <input type="text"/> None					

☐ Grey sessions are baseline/goal sessions.
 ☐ Yellow sessions have corresponding interventions.
 ☐ Green sessions are the scheduled sessions.

[illegible]



Manage Progress Monitor Schedules/Interventions and Goal Changes 3.1.5

From the score entry page, you can create interventions to document changes and track rates of improvement when a student's program changes.

Enter Progress Monitor Scores

[Show ALL sessions for this schedule](#)

Tab Order Across 10/09/2006 Go

Mon Tue Wed Thu Fri

R-CBM - Gralish, Tabitha 09/29/2006 thru 09/28/2007

Oct 9	Oct 10	Oct 11	Oct 12	Oct 13
Corrects Errors Probe	Corrects Errors Probe	Corrects Errors Probe	Corrects Errors Probe	Corrects Errors Probe
2P08	None	None	None	None

☐ File this Assessment Schedule

Yellow sessions have corresponding interventions. Green sessions are the scheduled sessions.

Save Cancel

Ms. Lincoln
Reading - Curriculum Based Measurement
09/29/2006 thru 09/28/2007

- Progress Monitor Intervention Information

Date: 10/09/2006

Chart Label:

Full Description:

Add Cancel

Enter a brief description of the intervention or program change in the Chart Label text field. The chart label will appear on the Progress Monitor improvement report on the Progress Monitor chart.

Enter a full description in the Full Description text field. The full description will display on the Progress Monitor improvement report below the Progress Monitor chart.

When you have entered your intervention information, click the Add button to add the intervention, or click the Cancel button to remove any changes you have made and return to the Progress Monitor score entry page.

Enter Progress Monitor Scores

[Show ALL sessions for this schedule](#)

Tab Order Across 10/09/2006 Go

Mon Tue Wed Thu Fri

R-CBM - Gralish, Tabitha 09/29/2006 thru 09/28/2007

Oct 9	Oct 10	Oct 11	Oct 12	Oct 13
Corrects Errors Probe	Corrects Errors Probe	Corrects Errors Probe	Corrects Errors Probe	Corrects Errors Probe
2P08	None	None	None	None

☐ File this Assessment Schedule

Green sessions are the scheduled sessions.

- Progress Monitor Intervention Information

Date: 10/09/2006

Chart Label: Intervention I

Full Description:
This is the full description of the student's intervention.

Save Delete Cancel

The date will be yellow to indicate an intervention has been created.

The interventions can be edited or deleted by clicking the intervention icon. After editing the intervention, click the Save button to save your changes or the Cancel button to cancel the changes and return to the Progress Monitor score entry page.

Click the Delete button to delete the entire record of the intervention.



Manage Progress Monitor Schedules/Interventions and Goal Changes 3.1.5

Progress Monitor goals can be modified throughout the schedule. After a Progress Monitor score is entered and saved, a goal icon will appear for that date.

Ms. Lincoln
Reading - Curriculum Based Measurement
09/29/2006 thru 09/28/2007

- Progress Monitor Goal Information

Date: 11/06/2006
Goal Date: 09/28/2007
Goal Corrects:
Errors:
Chart Label:
Full Description:
Save Cancel

Use the Goal Corrects and Errors text fields to enter the new goal.

Use the Chart Label text field to enter a brief statement which will appear on the Progress Monitor improvement chart.

Use the Full Description text field to keep notes regarding the goal change. These notes will appear on the Progress Monitor improvement report.

Once the goal information is entered, click the Save button to save the changes or the Cancel button to remove the changes and return to the Progress Monitor score entry page.

The date will then appear in gray to indicate which date the goal was changed.

Enter Progress Monitor Scores

Show ALL sessions for this schedule

The goal change can be edited or deleted by clicking the goal icon. After editing the goal, click the Save button to save your changes or click the Cancel button to cancel the changes and return to the Progress Monitor score entry page.

Click the Delete button to delete the entire record of the goal change.

Ms. Lincoln
Reading - Curriculum Based Measurement
09/29/2006 thru 09/28/2007

- Progress Monitor Goal Information

Date: 11/06/2006
Goal Date: 09/28/2007
Goal Corrects: 100
Errors: 3
Chart Label: Goal Change
Full Description: Goal change notes belong here.
Save Delete Cancel



3.2

The Progress Monitor Tab**Progress Monitor Improvement Reports****Generating the Progress Monitor Improvement Report**

As scores are entered into a schedule, the student's progress summary is displayed in the Progress Report column heading.

Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	71 (12/07/2006)	12/18/2006 Mon	Grade 2 100 WRC	Above Target
Hadd, Madisen (5)	R-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	72/3 (09/28/2006)	10/11/2006 Wed	Grade 3 140 WRC	Insufficient Scores
Hadd, Madisen (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	12 (09/28/2006)	10/11/2006 Wed	Grade 3 20 RC	Insufficient Scores

The progress summary descriptions are: above target, near target, below target, insufficient scores, or unavailable. Progress summaries are based on the student's necessary rate of improvement versus actual rate of improvement.

The Above Target summary appears when the student's current rate of improvement is greater than or equal to .5 units, i.e. words read correct per minute (wrcpm) than the necessary rate of improvement to achieve the designated assessment goal. (>+.5wrcpm)

The Near Target summary appears when the student's current rate of improvement is between or equal to .5 wrcpm greater or less than the necessary rate of improvement to achieve the designated assessment goal. (+.5wrcpm to -.5wrcpm)

The Below Target summary appears when the student's current rate of improvement is less than or equal to .5 wrcpm than the necessary rate of improvement to achieve the designated assessment goal. (< -.5wrcpm)

The Insufficient Scores summary appears when a student does not have enough data points to accurately provide a progress summary. A minimum of four data points must be entered before an accurate progress summary is displayed.

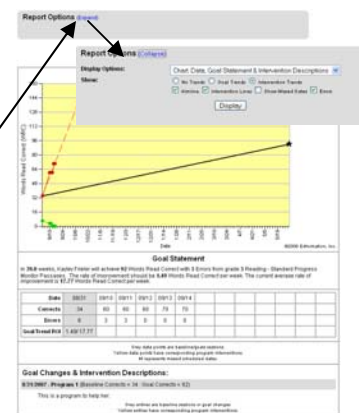
Unavailable progress summaries indicate there is a problem with the assessment schedule of a technical nature and AIMSweb Technical Support should be contacted.

Next to each display item, a total number of schedules is listed. For each possible goal or progress summary, the average number of schedules (#), average rate of improvement (ROI) and average number of interventions (Int) is displayed. The percentage make up of progress monitor (% of PM) and entire population (% of POP) for each display item is listed at the far columns of the report.

Clicking a student's progress summary will generate a full page Progress Report. Generate Progress Monitor improvement reports for multiple students by clicking checkboxes to the right of the progress summary and clicking the View Selected button.

By default the Progress Report generates a Chart plotting the student's scores, a Goal Statement, Data, and Goal Changes and Intervention notes.

At the top of the page, next to **Report Options**, is an **Expand** link. Click this link to view the available report options. Once clicked, this link changes to **Collapse**. Clicking this link will collapse the Report Options. Select the features you wish to view.



The Progress Monitor Caseload Homepage/Generating Progress Monitor Reports 3.2

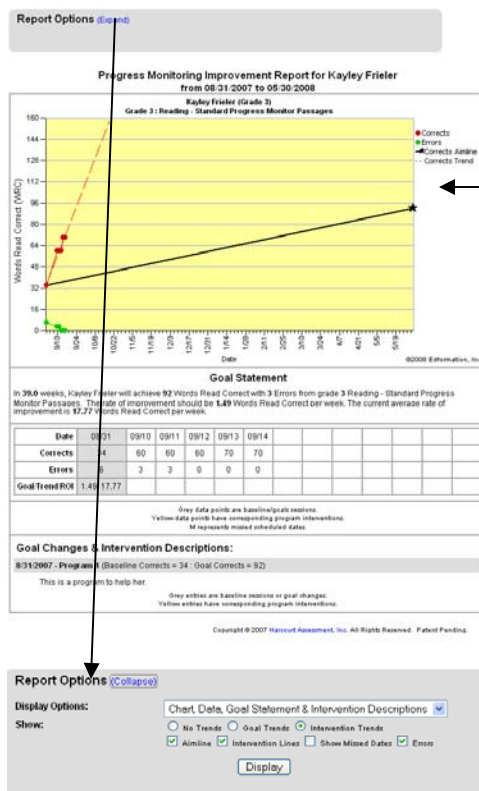


Chart – the chart is a line graph illustrating the student's scores. Based on the Initial Score and the Goal Score, a sloped AIMline (in black) is illustrated on this graph. This depicts at what rate a student needs to improve to attain his or her goal. As a student's scores are plotted a sloped Trend Line (in red) is generated, illustrating the student's actual improvement rate.

If the Progress Monitor Teacher has initiated new interventions for the student within the time of the assessment schedule, these will be noted by the use of vertical black lines. Each intervention will have a short description on the chart itself. Further detail regarding the intervention can be read under the Goal Change & Intervention Descriptions title.

At the top of the page, next to **Report Options**, is an **Expand** link. Click this link to view the available report options. Select whether you wish to display or hide Goal and Intervention trends from the Display Options drop-down menu. Goal Trends show the student's performance trend from the goal, regardless of interventions. The Intervention Trend Line will revert to a slope of "0" at the beginning of each intervention. This helps the Progress Monitor Teacher assess the effectiveness of the intervention. You may also select the No Trends option to remove the Trend Line completely. Select or de-select the AIMline, Intervention Lines, and Errors checkboxes for display on the chart.

Goal Statement – The Goal Statement formula is as follows: *In X weeks, student will score Y corrects from grade Z Standard Progress Monitoring Passages.* X = the number of weeks between the Goal Start Date and the Goal End Date. This is the number of weeks the assessment takes place. Y= The Goal entered by the Progress Monitor Teacher at the time this schedule was created. Z= the student's assessment grade level.

The Goal Statement provides two additional pieces of information: A) the necessary Rate of Improvement to achieve to attain the set goal and B) the student's actual Rate of Improvement.

Goal Changes & Intervention Descriptions:	
9/29/2006 - General Education Classroom (Baseline Corrects = 48 : Goal Corrects = 95)	Tabitha took the SLA as part of the General Education Classroom.
10/9/2006 - Intervention I	This is the full description of the student's intervention.
11/6/2006 - Goal Change (Baseline Corrects = 54 : Goal Corrects = 100)	Goal change notes belong here.

Gray entries are baseline sessions or goal changes.
Yellow entries have corresponding program interventions.

Data – The data portion of the report displays the dates, corrects scores, and, when applicable, the errors scores for each scheduled assessment. Assessment dates highlighted in gray are either the baseline session or days when goal changes have taken place. Assessment dates highlighted in yellow are days when interventions have begun.

Goal Changes and Intervention Descriptions – This is where all changes regarding the assessment schedule will appear. Items highlighted in gray are either the baseline session or goal changes. Items highlighted in yellow are interventions.

The Progress Monitor Caseload Homepage/Generating Progress Monitor Reports 3.2

E-mail Report

Caution: All student data is confidential. Email reports only to school personnel unless given parental permission.

Your Email Address:

Recipient Email Address:

Subject:

Short Message:

Send

Cancel

All reports can be emailed, printed, or saved at the time of viewing.

Print or save reports electronically by clicking the PDF button at the top of the report window. After clicking the PDF button, a new window will appear. The report will be sized to an 8 ½" x 11" frame perfect for printing.

Email a report by clicking the blue Email button at the top of the page. Enter the recipient's email address and any notes you'd like to send along with the email. Click the Send button to send the message or Cancel to cancel the email.

[illegible]



3.3

The Progress Monitor Tab**Progress Monitor Caseload Management**

1. Transferring Schedules
2. Deleting Schedules
3. Filing Schedules

From the Progress Monitor Caseload homepage, schedules can be Transferred, Deleted or Filed.

Progress Monitor Caseload Management/Transferring Schedules 3.3.1

Transferring the Progress Monitor schedule will transfer all the schedule information to any Progress Monitor Teacher within your school. This will not transfer a student out of his or her school.

First, click the checkbox next to the names of the student's whose schedules you wish to transfer.

Next, click the Transfer Schedule button.

Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
<input type="checkbox"/> Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	71 (12/07/2006)	12/18/2006 Mon	Grade 2 100 WRC	Above Target
<input type="checkbox"/> Hadd, Madisen (5)	R-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	72/3 (09/28/2006)	10/11/2006 Wed	Grade 3 140 WRC	Insufficient Scores
<input type="checkbox"/> Hadd, Madisen (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	12 (09/28/2006)	10/11/2006 Wed	Grade 3 20 RC	Insufficient Scores

Buttons: File, Delete, Transfer Schedule, View Selected

Today is: 07/20/2006 Thu

Transfer Assessment Schedule(s) to another Jefferson Elementary School user(s)

Student	Measure	Schedule	Transfer to
Hadd, Madisen (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	Select a user Select a user Carter, Mr. - (regpmteacher)

Buttons: Transfer Schedule, Cancel

You will then be asked to select a transfer-to teacher from a list of all Progress Monitor Teachers within your school

When the teacher is selected, click the Transfer Schedule button to transfer the schedule or click the Cancel button to cancel the transfer and return to the Progress Monitor Caseload homepage.

Progress Monitor Caseload Management/Deleting Schedules 3.3.2

Deleting a Progress Monitor schedule will permanently remove the schedule from your caseload, including all schedule data.

Deleting the Progress Monitor schedule will not delete the student from his or her school.

Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
<input type="checkbox"/> Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	71 (12/07/2006)	12/18/2006 Mon	Grade 2 100 WRC	Above Target
<input type="checkbox"/> Hadd, Madisen (5)	R-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	72/3 (09/28/2006)	10/11/2006 Wed	Grade 3 140 WRC	Insufficient Scores
<input type="checkbox"/> Hadd, Madisen (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	12 (09/28/2006)	10/11/2006 Wed	Grade 3 20 RC	Insufficient Scores

Buttons: File, Delete, Transfer Schedule, View Selected

Today is: 07/20/2006 Thu

Delete a schedule by clicking the checkbox next to the name of the student whose schedule you wish to delete. Click the Delete button.

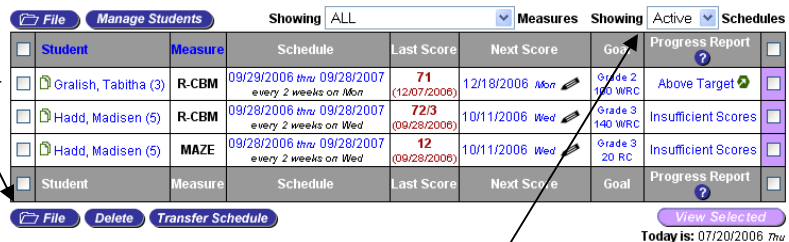
You will be asked to confirm the deletion of the schedule. Click OK to continue deleting the schedule or click the Cancel to cancel the action.

**Progress Monitor Caseload Management/Filing Assessment Schedules 3.3.3**

Filing Progress Monitor assessment schedules allows you to view only current or relevant schedules, but maintain completed or outdated schedules for your records. Schedules are filed by school year.

File an assessment schedule by clicking the checkbox next to the student's name and clicking the File button.

The student's name will then be removed from the Progress Monitor Caseload homepage.



Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report
<input type="checkbox"/> Gralish, Tabitha (3)	R-CBM	09/29/2006 thru 09/28/2007 every 2 weeks on Mon	71 (12/07/2006)	12/18/2006 Mon	Grade 2 100 WRC	Above Target
<input type="checkbox"/> Hadd, Madisen (5)	R-CBM	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	72/3 (09/28/2006)	10/11/2006 Wed	Grade 3 140 WRC	Insufficient Scores
<input type="checkbox"/> Hadd, Madisen (5)	MAZE	09/28/2006 thru 09/28/2007 every 2 weeks on Wed	12 (09/28/2006)	10/11/2006 Wed	Grade 3 20 RC	Insufficient Scores
<input type="checkbox"/> Student	Measure	Schedule	Last Score	Next Score	Goal	Progress Report

Buttons: File, Delete, Transfer Schedule, View Selected

Today is: 07/20/2006 Thu

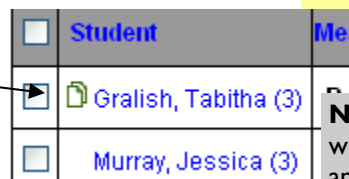
View filed assessment schedules by selecting the word Filed from the Showing _ Schedules drop-down menu at the top of the Progress Monitor Caseload homepage. Filed assessment schedules cannot be edited. To un-file a schedule click the checkbox next to the student's name and click the unfile button. You will then be returned to the active Progress Monitor Caseload Home Page.

3.4**The Progress Monitor Tab****Periodic Reviews**

Creating and Managing Periodic Reviews

The periodic review is a tool you and your team can use to evaluate the effectiveness of a student's program or interventions. Periodic reviews can be created in a frequency of none, every 8 weeks, every 10 weeks, Quarterly, Trimestrally and Annually. For more information on creating a periodic review, please see section 2.2.1.

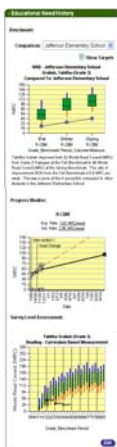
When a periodic review is created, a multi-page icon will appear next to the student's name. Click this icon to enter the periodic review page.



Student	Measure
<input type="checkbox"/> Gralish, Tabitha (3)	
<input type="checkbox"/> Murray, Jessica (3)	

Note: Periodic Review icons will appear in green, orange, and red. Green indicates there are no reviews due in the near future. Orange indicates a review is due in the next two weeks. Red indicates a review is past due.

The periodic review is composed of three windows: Educational Needs/History, Annual Review task list, and Periodic Review task list (when more frequent reviews are selected).



The Educational Needs/History window will display the individual's Benchmark improvement report if Benchmark scores are present within the account.

All Progress Monitor and associated SLA graphs will be displayed here as well. Notes pertaining to the student's educational needs and history can be entered by clicking the Edit button at the bottom of the frame. This will take you to a new page with a text editor.

You can then save any notes by clicking the Save button, or cancel any changes by clicking the Cancel button and returning to the periodic review page.



Progress Monitor Caseload Management/Periodic Reviews 3.4

The next two frames in the periodic review are for the Annual Review and Periodic Reviews.

The task list is a table which lists each editable task, or notation, for the review. The first column, Task #, allows you to edit the task listing based on priority. Simply rearrange or enter your numbers and click the Save button to save your changes.

The next column, Task Names, is just that—the name of the task which needs to be performed. Click on the task name to complete the task.

The Assigned To, Due Date, and Status columns are all dynamic and will change as you complete each task.

- Annual Review

Task List

Task #	Task Name	Assigned To	Due Date	Status
1	Determine Team Members	Lincoln, Ms. Teacher		Incomplete
2	Determine Educational Needs History	Lincoln, Ms. Teacher		Incomplete
3	Annual Review Results Meeting	Lincoln, Ms. Teacher	09/28/2007	Incomplete

Save

Team Members: Ms. Lincoln
Results: No Results Specified

- Periodic Reviews

Task List

Task #	Task Name	Assigned To	Due Date	Status
1	Periodic Reviews 8 week Review	Lincoln, Ms. Teacher	11/24/2006	Incomplete
2	Periodic Reviews 8 week Review	Lincoln, Ms. Teacher	01/19/2007	Incomplete
3	Periodic Reviews 8 week Review	Lincoln, Ms. Teacher	03/16/2007	Incomplete
4	Periodic Reviews 8 week Review	Lincoln, Ms. Teacher	05/11/2007	Incomplete
5	Periodic Reviews 8 week Review	Lincoln, Ms. Teacher	07/06/2007	Incomplete
6	Periodic Reviews 8 week Review	Lincoln, Ms. Teacher	08/31/2007	Incomplete

Save

Periodic review tasks:

- Annual Review - Determine Team Members

Task Name: Determine Team Members
Assigned To: Lincoln, Ms. Teacher

Instructions: Add new team members to your team by clicking the "Add a Team Member" link at the bottom of the page.

Next, select Team Members who will be assigned tasks for this case and click the Save button.

Task #	Name	Title	Email	Actions
X	Lincoln, Ms.	Teacher	support@edformation.com	

Add a Team Member

NOTE: All fields in RED are required.

Status: Incomplete

Save Cancel

Determine Team Members—this task allows you to create a list of people who will be working on your student's evaluation team. Click the Add a Team Member link to add new members.

Use the Assigned To dropdown menu if this task will be delegated to someone other than yourself.

The task can be saved as either complete, making it unable to be edited, or incomplete, which means you can come back and continue to work in the task. Use the Status dropdown menu to change the status. Click the Save button to save the changes or click the Cancel button to cancel the changes and return to the Periodic Review homepage.

Determine Educational Needs/History—this task allows you to keep notes regarding the students educational needs. In this task you will have a text editor which will allow you to keep notes for the task. As in all tasks, use the Status dropdown menu to change the status. Click the Save button to save the changes or click the Cancel button to cancel the changes and return to the Periodic Review homepage.

Annual Review Results Meeting—this task requires that your team meet in a years time of the Progress Monitor assessment schedule goal start date. Here you will note the expected date, time and attendees of the meeting. Later, you can come back and note the actual date, time and attendees of the meeting. Select a review result from the list provided and enter any notes you wish to keep regarding the review. Again, use the Status dropdown menu to change the status. Click the Save button to save the changes or the Cancel button to remove the changes and return to the periodic review home page.

Task Name: Results Meeting
Assigned To: Lincoln, Ms. Teacher

Expected Date: 09/28/2007
Expected Time: 10:00 AM

Actual Date: 09/28/2007
Actual Time: 10:00 AM

Results: No Changes
No Plan and Intervention Modified
Plan and Intervention Changed
Plan and Intervention Changed

Notes: This is the "Progress Monitor" page. Special options will appear in this space once you select a review result from the list provided.

NOTE: All fields in RED are required.

Status: Incomplete

Save Cancel

Progress Monitor Caseload Management/Periodic Reviews 3.4

Periodic review tasks (continued):

Task Manager - Insert Resource

Assigned To: Larson, M

Expected Start: 11/2/2008 12:00:00 AM

Expected End: 08/26/2009 12:00:00 AM

Expected Duration: 26w, Larson

Actual Start: 11/2/2008 12:00:00 AM

Actual End: 08/26/2009 12:00:00 AM

Actual Duration: 26w, Larson

Results:

- ☐ No Changes
- ☐ Link Placed and Intervention Monitored
- ☐ Link Placed and Intervention Changed
- ☐ Link Monitored and Intervention Changed

Status: Incomplete

Notes:

This is the "Pharmaceutical" panel. Special options will appear in this space once you select scenario line TABLE 79, TO 4, M63.

Properties Inspector

NOTE: All fields in RED are required

Status: Incomplete

Save Cancel

Periodic Review Task—a periodic review task will appear for each interval selected when the periodic review is initially created (2.2.1). To the right is an 8 week periodic review. All periodic review tasks are the same. You will note the expected date, time and attendees of the meeting. Later, you can come back and note the actual date, time and attendees of the meeting. Select a review result from the list provided and enter any notes you wish to keep regarding the review. Use the Status dropdown menu to change the status. Click the Save button to save the changes or the Cancel button to remove the changes and return to the periodic review home page.

As the periodic reviews are completed, the Due Date column will display the completion date and the Status column will display the status of Complete.


Due To	Due Date	Status
n, Ms. cher	11/24/2006	Complete
n, Ms. cher	01/19/2007	Incomplete




Compiled Report

Use the Compiled Report icon to create a PDF overview of the periodic review.

← Back

 E-Mail

 PDF

E-mail Report

Caution: All student data is confidential. Email reports only to school personnel unless given parental permission.

Your Email Address:

Recipient Email Address:

Subject:

Short Message:

Send

Cancel

The periodic review report can be emailed, printed, or saved at the time of viewing.

Print or save the report electronically by clicking the PDF button at the top of the report window. After clicking the PDF button, a new window will appear. The report will be sized to an 8 ½" x 11" frame perfect for printing.

Email the report by clicking the blue Email button at the top of the page. Enter the recipient's email address and any notes you'd like to send along with the email. Click the Send button to send the message or Cancel to cancel the email.

[illegible]



Chapter 4: Benchmark Classroom Home Page

4.1

The My Classes Tab

Managing the Benchmark Class Roster

1. Add New Students to the Class Roster
2. Add Existing Students to the Class Roster
3. Edit Student information
4. Delete a Student
5. Transfer a Student

The My Classes Tab will list all students in your Benchmark classroom. Your Benchmark class roster may already be created for you, or you may be expected to set up your own class roster. This next section will cover the Manage Students interface which will explain how to add new or existing students to your AIMSweb Benchmark class roster, as well as edit student information and transfer and delete existing students.

My Classes Tab/Adding New Students to the Class Roster 4.1.1

Students	R-CBM	R-Path	MAZE	Pathway
Berg, Hannah	--	--	--	Report
Cloud, Maya	98	--	--	Report
Duncan, Michael	182	--	--	Report
Ewaldt, Marissa	137	--	--	Report
Frost, Savanna	178	--	--	Report
Gordon, Emma	--	--	--	Report
Hadd, Madisen	--	--	--	Report

Select the My Classes tab at the top of your AIMSweb Benchmark window to view your Benchmark class roster home page.

The My Classes tab displays the Benchmark Classroom and scores by Benchmark or Strategic Monitor period and General Outcome Measure (GOM). Use the Timeframe dropdown menu to select which Benchmark period you wish to view. Once the time frame is selected, click the GO button.

Note: The Benchmark Classroom is Benchmark period specific. This means that if a student is transferred out of the school in the fall, he or she will not appear on the Spring class roster.

Begin adding students to your Benchmark Class Roster by clicking the Add Student button. The Manage Students window will appear. There are two distinct frames within the Manage Students interface. To the left is *Add A Student* and to the right is *Student List*. After students are added using the left frame, they will appear at the right under the Student List. **If the Add button does not appear, your AIMSweb manager has prevented teachers from adding students.** If students are already added within your school database, they will appear under the Student List. **These students are NOT to be deleted by anyone other than an AIMSweb Manager.**

Manage Students

Please click **Home** when you are finished with this page.

- Add A Student

Enter student information below and select 'Add' to add the student, or select 'Search' to search for students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code:

ELL/ESL: ☐ Yes ☐ No

Gender:

Ethnicity:

Mobility: ☐ Yes ☐ No

Advanced Fields (Optional):

Add **Clear** **Search**

NOTE: Fields that are RED are required.

- Student List

25 Students found of 179 total

Page 1 of 3

next >

Students	Details
<input type="checkbox"/> Barnes, Kevin (5)	view
<input type="checkbox"/> Berg, Hannah (5)	view
<input type="checkbox"/> Bickford, Megan (5)	view
<input type="checkbox"/> Burch, Jessica (5)	view
<input type="checkbox"/> Cloud, Maya (5)	view
<input type="checkbox"/> Davis, Travis (5)	view
<input type="checkbox"/> Duncan, Michael (5)	view
<input type="checkbox"/> Erickson, Devyn (5)	view
<input type="checkbox"/> Ewaldt, Marissa (5)	view
<input type="checkbox"/> Forsyth, Jonah (5)	view

Page 1 of 3

next >

Add **Delete** **Add SM** **Transfer**



My Classes Tab/Adding New Students to the Class Roster 4.1.1

- Add a Student

Enter student information below and select 'Add' to add the student, or select 'Search' to search for students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code

ELL/ESL Yes ☐ No ☐

Gender

Ethnicity

Mobility Yes ☐ No ☐

Advanced Fields [\(Show\)](#)

Add Clear Search

NOTE: Fields that are RED are required.

Advanced Fields

Admission

Out/Withdrawal

Emotional Disturbance

Hold down the alt key to select multiple disabilities.

Section 504 Yes ☐ No ☐

Behavioral Disorder Yes ☐ No ☐

After School Yes ☐ No ☐

Correctional Yes ☐ No ☐

Summer School Yes ☐ No ☐

IDEA Yes ☐ No ☐

Critically/Talented Yes ☐ No ☐

Intervention Level

RFP Yes ☐ No ☐

IEP Goal Yes ☐ No ☐

Strategic Monitor ☐

Unique Identifier

Research ID

Date of birth

Transfer ID

Enter the Transfer ID and select 'Search' to display the student to transfer.

Begin adding students by entering the student's information under the 'Add A Student' frame. The required fields are in red. These are searchable fields. Which means later, these criteria can be used to perform searches for students.

Additional fields are available by clicking the "Show" hyperlink next to Advanced Fields."

After entering information, click the "Save" button to save the student to your database or click the "Clear" button to remove all information from the text fields.

After saving the student's information, the student appears highlighted under the Student List to indicate the student is added. Students who are added through this interface are automatically added to the Benchmark Classroom.

Duplicate students cannot be added to the database. A duplicate student is a student whose data already exists within the school's database. If you would like to add an existing student, please reference section 2.1.2 for more information.

Click the 'Home' button to return to the My Classes home page at any time.

My Classes Tab/Adding Existing Students to the Class Roster 4.1.2

Manage Bryant Elementary Students

If a student already exists within the school database, he or she can be found by searching through the Student List to the right of the Manage Students page.

Add existing students to the Benchmark classroom by first performing a search for the student.

- Add a Student

Enter student information below and select 'Add' to add the student, or select 'Search' to search for students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code

ELL/ESL Yes ☐ No ☐

Gender

Meal Status

Ethnicity

Mobility Yes ☐ No ☐

Advanced Fields [\(Show\)](#)

Add Clear Search

NOTE: Fields that are RED are required.

- Student List

3 Students found of 3 total

Page 1 of 1

Students	Details
<input type="checkbox"/> Brady, Britney (0)	<input type="checkbox"/> view
<input type="checkbox"/> Johnson, Michael (1)	<input type="checkbox"/> view
<input type="checkbox"/> Boland, Austin (2)	<input type="checkbox"/> view

Page 1 of 1

Delete Add User Add SM Transfer



My Classes Tab/Adding Existing Students to the Class Roster 4.1.2

It is possible to search for AIMSweb students through the Manage Students screen.

Student searches can be performed using any of the required criteria (red fields). The less information you enter into these fields, or the more general the search, the more matches you'll receive. As an example if you're searching for a student name Justin Thompson in the 3rd grade, you could enter the first name of Justin, last name Thompson, and current grade of 3. All students named Justin Thompson in the 3rd grade will appear in the student list.

If you were looking for the same student, but weren't sure of the spelling of the student's name, enter the first name of J and a current grade of 3. All students in the 3rd with a first name starting with J and a last name starting with T will appear in the student list to the right. The more general the search, the more students the search will return.

Manage **Bryant Elementary** Students

- Add a Student

Enter student information below and select 'Add' to add the student, or select 'Search' to search for students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code:

ELL/ESL: Yes ☐ No ☐

Gender:

Meal Status:

Ethnicity:

Mobility: Yes ☐ No ☐

Advanced Fields (Show)

Add **Clear** **Search**

- Student List

3 Students found of 3 total

Page 1 of 1

Students	10	Details
<input type="checkbox"/>	Brady, Britney (0)	
<input type="checkbox"/>	Johnson, Michael (1)	
<input type="checkbox"/>	Boland, Austin (2)	

Page 1 of 1

Delete **Add User** **Add SM** **Transfer**

NOTE: Fields that are RED are required.

Note: In the Student List, you can change the number of students viewed by using the drop-down menu next to the word Students. By default, 10 students appear in the list. You can also use the Next buttons to page through the list of students. The single arrow to the right of the word Next will advance the view by 1 page of the student list. The double arrow will advance the view to the last page of the student list.

- Student List

25 Students found of 179 total

Page 1 of 3

next ▶▶

Students	10	Details
<input type="checkbox"/>	Barnes, Kevin (5)	
<input type="checkbox"/>	Berg, Hannah (5)	
<input type="checkbox"/>	Bickford, Megan (5)	
<input type="checkbox"/>	Burch, Jessica (5)	
<input type="checkbox"/>	Cloud, Maya (5)	
<input type="checkbox"/>	Davis, Travis (5)	
<input type="checkbox"/>	Duncan, Michael (5)	
<input type="checkbox"/>	Erickson, Delyn (5)	
<input type="checkbox"/>	Ewaldt, Marissa (5)	
<input type="checkbox"/>	Forseth, Jonah (5)	

Page 1 of 3

next ▶▶

Add **Delete** **Add SM** **Transfer**

After the student appears in the student list, click the checkbox to the left of the student's name and click the Add button.

The student will appear highlighted in yellow, indicating that he or she has been added to the Benchmark Classroom.

Click the "Strategic Monitor" button when adding a new student to automatically add them to your Strategic Monitor roster.

Note: Students cannot be added to more than one Benchmark classroom at a time.



My Classes Tab/Editing Students 4.1.3

Under the Student List are three buttons: Add SM, Delete and Transfer. You must perform a student search in some capacity to use any of these features. Assume for the following instruction the search has already been performed and the student you wish to edit appears in the Student List.

Edit the student's information by clicking directly on the student's name from the Student List. The student's information will appear in the frame to the left which is now labeled Edit.

Edit: Hannah Berg (26324770)

Update student information below and select 'Save' when finished.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code:

ELL/ESL: ☒ Yes ☐ No

Gender: ☒ Male ☐ Female

Ethnicity:

Mobility: ☐ Yes ☒ No

Advanced Fields [\(Show\)](#)

NOTE: Fields that are RED are required.

- Student List

25 Students found of 179 total

Page 1 of 3 next >

Students: 10	Details
<input type="checkbox"/> Barnes, Kevin (5)	<input type="button" value="view"/>
<input checked="" type="checkbox"/> Berg, Hannah (5)	<input type="button" value="view"/>
<input type="checkbox"/> Bickford, Megan (5)	<input type="button" value="view"/>
<input type="checkbox"/> Burch, Jessica (5)	<input type="button" value="view"/>
<input type="checkbox"/> Cloud, Maya (5)	<input type="button" value="view"/>
<input type="checkbox"/> Davis, Travis (5)	<input type="button" value="view"/>
<input type="checkbox"/> Duncan, Michael (5)	<input type="button" value="view"/>
<input type="checkbox"/> Erickson, Deyn (5)	<input type="button" value="view"/>
<input type="checkbox"/> Ewaldt, Marissa (5)	<input type="button" value="view"/>
<input type="checkbox"/> Forseth, Jonah (5)	<input type="button" value="view"/>

Page 1 of 3 next >

Make the necessary changes and click the Save button to save the changes. When changes have been made, the student will appear highlighted to the right under the Student List to indicate the change was successful.

My Classes Reports Downloads Forum My Account Welcome

Mr. Johnson's - Homeroom grade 5 classroom level reports

Strategic Monitoring Visible

Timeframe:

Fall - September (Benchmark)

Classroom Reports: Reading R-Spanish Mathematics Spelling Writing MABELS

Students	R-CBM	R-Path	MAZE	Pathway
<input checked="" type="checkbox"/> Berg, Hannah	--	--	--	Report
<input type="checkbox"/> Cloud, Maya	98	--	--	Report
<input type="checkbox"/> Duncan, Michael	182	--	--	Report
<input type="checkbox"/> Ewaldt, Marissa	137	--	--	Report
<input type="checkbox"/> Frost, Savannah	178	--	--	Report
<input type="checkbox"/> Gordon, Emma	--	--	--	Report
<input type="checkbox"/> Haddi, Madison	122	--	--	Report

An alternate way to edit a student is by clicking directly on the student's name from the My Classes home page. This will open the **Edit Student** page.

Edit any information. Click the Save button to save the changes.

Notes: _____



The My Classes Tab/Deleting Students 4.1.4

Delete a student by clicking the checkbox next to the student's name and clicking the "Delete" button. Multiple students can be deleted by clicking the checkboxes next to as many students' names as you wish to delete.

A student cannot be deleted until all of the student's Benchmark scores have been removed. It is recommended that students are transferred out of the school database rather than deleted. This will maintain the integrity of any Benchmark scores that have been entered.

Manage Bryant Elementary Students

- Add a Student

Enter student information below and select 'Add' to add the student, or select 'Search' to search for students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code:

ELL/EBL: Yes ☐ No ☐

Gender:

Meal Status:

Ethnicity:

Mobility: Yes ☐ No ☐

Advanced Fields (Show)

NOTE: Fields that are RED are required.

- Student List

3 Students found of 3 total
Page 1 of 1

Students	10	Details
<input type="checkbox"/>	Brady, Brikey (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Johnson, Michael (1)	<input type="button" value="view"/>
<input type="checkbox"/>	Ireland, Austin (2)	<input type="button" value="view"/>

The My Classes Tab/Transferring Students 4.1.5

Begin the transfer process by clicking the checkbox next to the student's name and clicking the Transfer button.

Transferring students is a 3-step process:

1. Select the transfer-to school and grade: Our **Transfer Students** interface is designed to accommodate the transfer of multiple students to multiple schools. All the students leaving the school will appear listed. Select the students' new grade level in the **Grade After Transfer** dropdown menu. Use the "Transfer To" drop-down menu to select the students' transfer schools. If the students will not be attending a school within your AIMSweb system, select the "unlisted school" option. Click the checkbox next to the students' names you wish to transfer to the selected grade and school and click the "Next" button. You'll continue this process until all students have been designated their respective "Transfer To" schools.

2. Verify and Confirm: The next page allows you to double-check your students' transfer-to information. Make changes if necessary using the grade and school dropdown menus and click the "Save & Next" button to continue, or click the "Cancel" button to cancel the transfer.

If a conflicts exist between selected grades and schools, you will receive a message and students who are unable to be transferred will appear highlighted in red.

Manage Bryant Elementary Students

- Add a Student

Enter student information below and select 'Add' to add the student, or select 'Search' to search for students matching the specified criteria.

First Name:

Middle Name:

Last Name:

Current Grade:

Enrollment Grade:

Service Code:

ELL/EBL: Yes ☐ No ☐

Gender:

Meal Status:

Ethnicity:

Mobility: Yes ☐ No ☐

Advanced Fields (Show)

NOTE: Fields that are RED are required.

- Student List

3 Students found of 3 total
Page 1 of 1

Students	10	Details
<input type="checkbox"/>	Brady, Brikey (9)	<input type="button" value="view"/>
<input type="checkbox"/>	Johnson, Michael (1)	<input type="button" value="view"/>
<input type="checkbox"/>	Ireland, Austin (2)	<input type="button" value="view"/>

Transfer Students

Students from any grade not served by this school need to be transferred to another school or the Un-listed School.

Directions:

1. Select the student(s) by clicking the checkbox next to the student.
2. Below, select the school to transfer the selected student(s) to.
3. Enter the grade the selected student(s) will be in after the transfer.
4. Click the **Transfer** button.
5. Repeat this process until all students have been assigned to a new school.

<input type="checkbox"/>	ID	Last Name	First Name	Grade
<input type="checkbox"/>	3339125	Miles	Stephen	3

Transfer to:

Grade After Transfer:

Note: Step by Step 'transfer student' directions are listed at the top of the page.

Transfer Students

Directions:

Please review the Student List below to ensure that the students are going to be transferred to the correct school and grade. Select **Save & Next** to continue.

ID	Last Name	First Name	Grade	School
3339125	Miles	Stephen	3	Un-listed School



The My Classes Tab/Transferring Students 4.1.5

Transfer Summary

Transferring students is a 3-step process:

3. **Print Transfer Slips and Finish:** After clicking the 'Save & Next' button you will be prompted to print Transfer Slips for your records. These Transfer Slips are important ; if a student returns to the school you will need the provided information to re-enroll the students.

After you have printed the transfer slips click the “Finish” button to complete the transfer. A message will appear, reminding you to print your transfer slips. **Important:** You must click OK to complete the transfer process. Click Cancel to discontinue the action.

Directions:

We strongly recommend printing the Student Transfer Slips. Click the **Print** button to print the Transfer Slips. Click **Finish** to complete the Transfer process.

Grade	# Students
3	1 Transferring

# Students	School
1	Un-Listed School

Finish Print Cancel

Note: Directions appear at the top of the Transfer Summary page.

[illegible]



4.2

The My Classes Tab**AIMSweb Benchmark Score****Entry and Scoring Features**

Printing Score Sheets

From the Benchmark Classroom home page, you can download and print PDF scoring sheets, view Benchmark Reports, add students, update student information, enter or edit student scores and add comments or qualitative features.

Begin by selecting the My Classes tab at the top of the page.

Before Benchmark assessments are given, classroom score sheets can be downloaded, printed, and distributed to aid in the data input process.

Clicking the paper icon generates a score sheet for the corresponding classroom and measure. Score sheets can be generated for the entire classroom by clicking the paper icon next to the Score Sheet heading.

Students	R-CBM	R-Path	MAZE	Pathway
Berg, Hannah	--	--	--	Report
Cloud, Maya	98	--	--	Report
Duncan, Michael	182	--	--	Report
Ewaldt, Marissa	137	--	--	Report
Frost, Savanna	178	--	--	Report
Gordon, Emma	--	--	--	Report
Hadd, Madisen	122	--	--	Report

Reading	R-Spanish	Mathematics
<input type="checkbox"/> Reading - Curriculum Based Measurement (R-CBM) (Number of Slots: 4)	<input type="checkbox"/> Reading - Spanish Curriculum Based Measurement (R-Spanish) (Number of Slots: 4)	<input type="checkbox"/> Mathematics - Computation (M-CBM) (Number of Slots: 1)
<input type="checkbox"/> Reading - Pathway Passage (R-Path) (Number of Slots: 1)		
<input type="checkbox"/> MAZE - Comprehension (MAZE) (Number of Slots: 1)		
Spelling	Writing	DIBELS
<input type="checkbox"/> Spelling - Curriculum Based Measurement (S-CBM) (Number of Slots: 1)	<input type="checkbox"/> Writing Expression - Curriculum Based Measurement (W-CBM) (Number of Slots: 1)	<input type="checkbox"/> Rapid Fluency (R-F) (Number of Slots: 1)
	<input type="checkbox"/> Writing Expression - Curriculum Based Measurement (W-CBM) (Number of Slots: 1)	<input type="checkbox"/> Word Use Fluency (WUF) (Number of Slots: 1)
		<input type="checkbox"/> DIBELS - Oral Reading Fluency (ORF) (Number of Slots: 4)

Generate Cancel

After the paper icon is selected, choose which measure or measures the score sheet will include by clicking the check-box next to each measure. Select any combination of measures with up to 4 score slots.

Click the Generate button to generate the score sheet or the Cancel button to terminate the action.

The score sheet will be generated in the form of a PDF.



4.3

The My Classes Tab

AIMSweb Benchmark Score Entry and Scoring Features

Entering and Editing Benchmark Scores

Student	R-CBM	R-Path	MAZE	Pathway
Berg, Hannah	96	--	--	Report
Cloud, Maya	102	--	--	Report
Duncan, Michael	137	--	--	Report
Ewaldt, Marissa	178	--	--	Report
Frost, Savanna	--	--	--	Report
Gordon, Emma	--	--	--	Report
Hadd, Madisen	122	--	--	Report

From the My Classes we can edit and view Benchmark scores by the Fall, Winter, and Spring Benchmark periods. These Benchmark periods are displayed as horizontal bars labeled Fall, Winter, and Spring across the Benchmark page.

When schools are using Strategic Monitoring, multiple bars appear still labeled Fall, Winter, and Spring, but additionally labeled by Month of the school year. Use the "Timeframe" dropdown menu to select the Benchmark or Strategic Monitor period you wish to view. Click the "Go" button.

GOM-type tabs appear at the top of the Benchmark page. The GOM-type tabs you see will depend on your AIMSweb subscription. Below the GOM-type tabs the GOMs themselves are listed. As an example, when the GOM-type *Reading* is selected you will see the GOMs R-CBM, R-Path, and Maze listed below the tab.

Click the Edit Score button to enter Benchmark Scores. The teacher's classroom page will appear. To the left, all students enrolled in the

Note: From this window, click on a student's name to edit any of the student's information.

Unique Identifier	Students	Corrects	Errors	Corrects	Errors	Corrects	Errors
	Berg, Hannah						
	Cloud, Maya	124					
	Duncan, Michael	187					
	Ewaldt, Marissa	178					
	Frost, Savanna	210					
	Gordon, Emma						
	Hadd, Madisen	157					
	Hartinger, Savanah	178					
	Hunter, Lindsey	72					
	Johnson, Joseph	116					
	Johnson, Lexie						
	Kent, Matthew	142					
	Mahmood, Kimberly	157					
	Martin, Michael						
	Reeds, Jared						

The My Classes Tab/Entering and Editing Benchmark Scores 4.3

Above the Student list is an Add Student button. This is a quick way to add a new student to your Benchmark classroom. Clicking this button will bring you to the Manage Students interface.

Scores are entered by student and GOM. In each GOM column, there are text fields for each student. Some GOMS have two text fields, one for corrects and one errors, and some only have one text field for corrects. Click the first text field for the first student and enter the student's score. The most efficient way to navigate from one text field to the next is the "Tab" key on your keyboard, which will move the cursor to the next text field

The screenshot shows the 'Add Student' button at the top, which is highlighted with a red arrow. Below it, the 'Reading' subject area is selected, showing a table of students. The table has two columns: 'Unique Identifier' and 'Students'. The students listed are Berg, Hannah; Cloud, Maya; and Duncan, Michael.

Unique Identifier	Students
	Berg, Hannah
	Cloud, Maya
	Duncan, Michael

Another important icon is the “arrow” icon to the right of the “Add Student” button. Clicking this icon will toggle the arrow to a horizontal or vertical position. This determines which direction the cursor will move when you tab from one text field to another. The vertical, or down, arrow moves the cursor down the class list, through one GOM and then onto the next. The horizontal, or right, arrow moves the cursor across the GOMS, entering data for one student and then onto the next.

Use the Quick-Save button to save scores intermittently. The Quick-Save button will leave the Scores window up, allowing you to continue entering scores from this screen. When you have finished entering all of the scores, click the Save button to save the changes

Notes: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



4.4

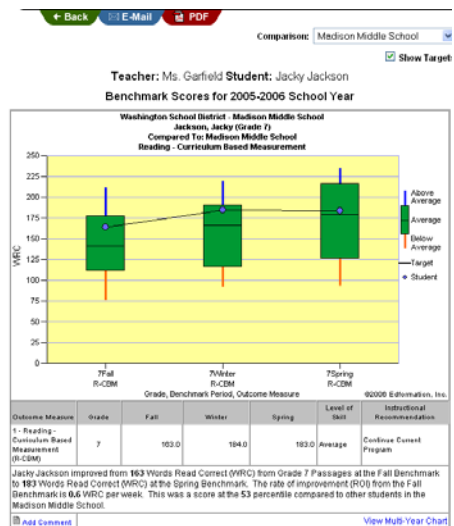
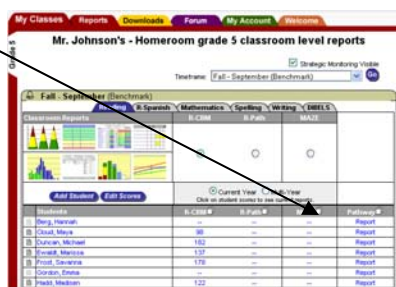
The My Classes Tab

AIMSweb Benchmark Score Entry and Scoring Features

Generating Benchmark Classroom Level Reports

When students' scores are entered, the score appears next to the student's name under the appropriate GOM column. Clicking directly on this score will generate a student's individual Benchmark Report. Above the GOM columns are two options: Current Year and Multi-Year. Before you view the student's report, select whether to view a current or multi-year report. The student's scores for Fall, Winter, and Spring Benchmark Periods are displayed. From this Benchmark Report, you can view a student's absolute and relative performance.

Helpful Hint: You can generate this report for every student in the classroom by clicking the paper icon next to the GOM column heading.

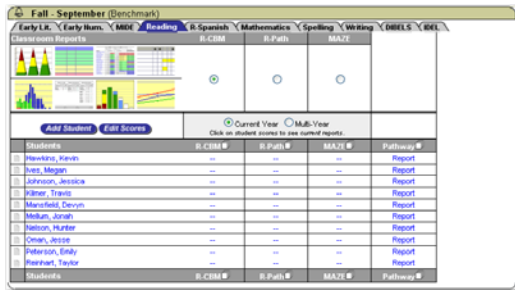


When generating the report, click **Expand** to expand the report options. Use the **Comparison** drop-down menu to change the box and whisker comparisons on the graph. You will have comparison options ranging from local to national norms. Report Method: Select whether to view this report using cut scores or normative data. Report Criteria: Select the reporting criteria from the drop down. This list will only show the options based on the Report Method selection. When finished, click **Display** to generate the report.

Below the chart, the student's data is displayed. This includes the measure assessed, the student's current grade, the student's score for each Benchmark period, the student's skill level (based on the student's last score), and an instructional recommendation (based on GOM details).

You can print this report by clicking the red 'PDF' button at the top of the page. This button will open a second window and display the report in an 8 1/2" x 11" frame. You can Email HTML reports directly from the web page by clicking the blue 'Email' button at the top of the page. A second window will pop up. Enter the recipient's address and any notes you wish to add to the Email. Click the 'Send' button to send the email or the Cancel button to cancel the email. When you're finished viewing the report, click the green 'Back' button to return to the Benchmark Classroom window.

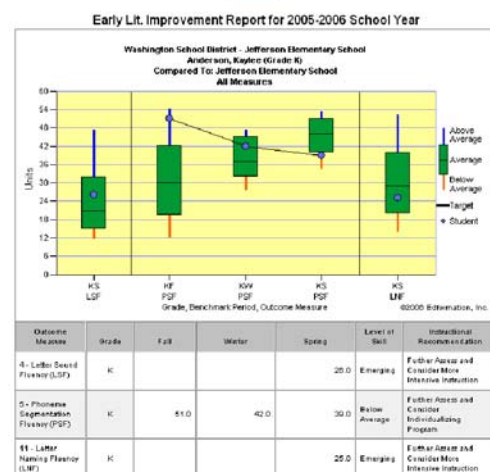
The My Classes Tab/Generating Benchmark Classroom Level Reports 4.4



From the Benchmark classroom, you can generate an improvement report that displays all measures within the selected GOM-type. For example, if the Reading tab is selected, this report will display the student's scores for the Reading GOMS: R-CBM, R-Path, and Maze. Generate this report by clicking the [Report](#) link under the Pathway column. Helpful Hint: Generate the entire class' Pathway report by clicking the paper icon next to the GOM column heading.

Click **Expand** at the top of the report to expand the report options and make your selections . You will see the student's scores for all measures graphed in comparison to the local school norms. The student's data is displayed at the bottom of the page. This includes the measures assessed, the student's current grade, the student's score for each Benchmark period, the student's skill level (based on the student's scores), and an instructional recommendation (based on the GOM details).

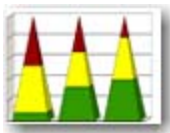
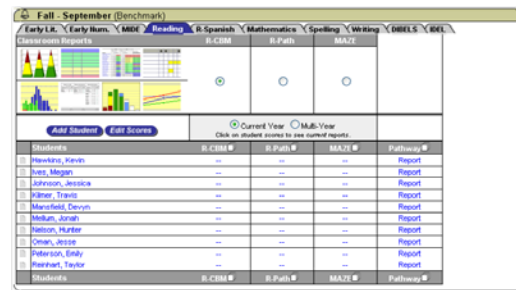
You can print or save this report by clicking the red 'PDF' button at the top of the page. This button will open a second window and display the report in an 8 ½" x 11" frame with the appropriate page breaks. You can Email the report by clicking the blue 'Email' button at the top of the page. A second window will pop up. Enter the recipient's address and any notes you wish to add to the Email. Click the 'Send' button to send the email or the Cancel button to cancel the email. Click the green 'Back' button to return to the Benchmark classroom.

[illegible]

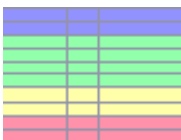


The My Classes Tab/Generating Benchmark Classroom Level Reports 4.4

There are also eight more reports available at the classroom level. Above the student list, under the heading “Classroom Reports” are eight report icons. From left to right, these reports are labeled: Tier Transition, Score and Percentile Table, Instruction Recommendations, Score Distribution by Service Classification, Score Distribution, Summary of Impact of Instructional Program, Histogram, and Improvement. To the right of these icons are the GOMs for the particular skill area. Under each GOM is a radio button to select the measure’s report you’d like to view. Scores must be entered for a report to be generated. If scores are not entered, a selected report will display ‘Sorry, there is no data available.’



Tier Transition— The Tier Transition Report provides a comparative snapshot that tracks student progress and movement across fall, winter, and spring periods, based on the three-tier RTI model. This report displays both high-level and student-specific data and trends. Click the **Expand** link to view the available report options. When finished making selections, click the Display button to view your report.




Scores and Percentiles - The Scores and Percentiles displays the class list in order of highest to lowest scoring. Student scores are listed at the >90th, >75th, >25th, and 10th percentiles for the selected General Outcome Measure based on grade level within the school. Potential Instructional Action is listed based on each student's score. The color for each table section depends on the particular performance level colors selected by the AIMSweb Manager. The legend displays the colors corresponding to the performance summary bars on the graph.

Note: If the scores are criterion-referenced, the Performance Summary indicated in the report legend are replaced by classifications related to the criteria. Clicking a student's name displays the student's benchmark scores for the current school year.

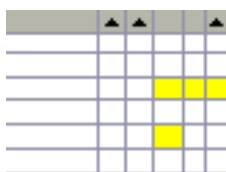
At the top of the page, next to **Report Options**, is an **Expand** link. Click this link to view the available report options. Once clicked, this link changes to **Collapse**. Display Format: Select whether to view report in tabular or graphical format. Above/Below options: Select which scores are to be displayed from the Below, Above, or Above & Below Target radio buttons. Report Method: Select whether to view this report using cut scores or normative data. Report Criteria: Select the reporting criteria from the drop down. This list will only show the options based on the Report Method selection. Show Target: Check Show Target to display the target score as a vertical line on the table. Period: Select the benchmark period for which you wish to view data from this drop down. When finished making selections, click the Display button to view your report.



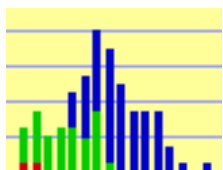
The My Classes Tab/Generating Benchmark Classroom Level Reports 4.4



Instructional Recommendations - This report lists each student's score and percentile, and status for each measure within the skill. As an example, if you had the Early Literacy skill tab selected, this report would display each student's scores, percentiles, and status for ISF, LNF, LSF, and PSF. To the far right of the report are Instruction Recommendations, which are based on student's performances for each measure. Each measure is weighted equally when determining the Instruction Recommendation. Below the report, the Class Mean and Grade mean are listed for each GOM. The Fall, Winter, and Spring buttons at the bottom of the page allow you to view a report based on Fall, Winter, or Spring Benchmark scores. At the top of the page, next to **Report Options**, is an **Expand** link. Click this link to view the available report options. Once clicked, this link changes to **Collapse**. Clicking this link will collapse the Report Options. Report Method: Select whether to view this report using cut scores or normative data. Report Criteria: Select the reporting criteria from the drop down. This list will only show the options based on the Report Method selection. Select Any Criteria or All Criteria from the Match Type radio buttons. Any Criteria displays students whose demographics match *any* of the selected criteria from the options. All Criteria displays students whose demographics match *every* selected criteria from the options. For example, if you select Any Criteria, then select General Ed from Adequate Yearly Progress and Autism from Federal Disability Categories, your report will display students who fit either or both of those selections. Next, select your filter options. Press the Ctrl key (PC) or the Apple key (Mac) to make multiple selections in each category. Then, click the 'Display' button below the options.



Score Distribution by Service Classification - The Score Distribution by Service Classification allows you to view student scores based on Service Code or Meal Status. Click **Expand** next to **Report options** to select the options for this report. When finished, click **Display** to view your report. The report displays a column for the teacher, student, and scores by Benchmark period. Next to each score column is a sub-heading for Service Classification or Meal Status. Students highlighted in yellow are below the school Benchmark targets. The class' mean and median scores are displayed below the report along with scores by percentiles.



Score Distribution - The Score Distribution Chart displays the score distributions by service classification, meal status, or ethnicity. This report displays the assessment results by percentage of students or number of students who scored within intervals of 10. Click **Expand** next to **Report options** to select the options for this report. Students by- Users can select whether to view the data by percentage of students included the selected grouping or number of students. Correlation Point- Users can select to group scores by: Service Code, Meal Status, Ethnicity. Display- Users can select to view data from the two prior school years, if available. Period- Users can select which benchmark period they wish to view on the report. When finished, click **Display** to view your report



The My Classes Tab/Generating Benchmark Classroom Level Reports 4.4



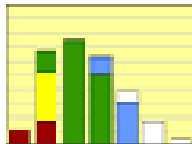
Report Options (Expand)



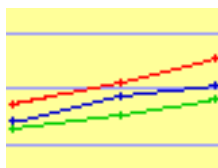
Summary of Impact - The Summary of Impact report separates students who are Benchmarked, Strategic Monitored, and Progress Monitored, displaying each Benchmark score and indicating if the student reached the designated Benchmark goal.

At the top of the page, next to **Report Options**, is an **Expand** link. Click this link to view the available report options. Once clicked, this link changes to **Collapse**. Clicking this link will collapse the Report Options. Select Any Criteria or All Criteria from the Match Type radio buttons. Any Criteria displays students whose demographics match *any* of the selected criteria from the options. All Criteria displays students whose demographics match *every* selected criteria from the options. Press the Ctrl key (PC) or the Apple key (Mac) to make multiple selections in each category. The Reached Target Image drop-down allows you to select between a checkmark and a smiley face to indicate whether or not a student has achieved the Benchmark Target. The Targets dropdown menu allows the user to select any number of Benchmark Targets such as sample targets, templates that may have been created, and national averages. Use the Measure Type and Measure drop-down menus to select the skill-set and measure you wish to view. Click the Display button once all selections are made to display the report.

Average scores per program and Benchmark Period are displayed below the report along with the student success rate (displayed in percent of students reaching the Benchmark). At the bottom of the page are Fall, Winter, and Spring buttons. Use these buttons to select which Benchmark period you wish to view.



Histogram – The Histogram report uses a bar graph to display the number of students and their corresponding scores, in intervals of 10, in conjunction with the resultant instructional recommendation. Click **Expand** to view the available report options. Comparison: Select to the comparison. Report Method: Select whether to view this report using cut scores or normative data. Report Criteria: Select the reporting criteria from the drop down. This list will only show the options based on the Report Method selection. Category: Select school categories to compare using the Category window. Multiple categories can be selected by holding down the Ctrl key (PC users) or the Apple key (Mac users). Note: Category is only available at the Customer and District level. Measures: Select which measures to view on this report. Measure Type: Select which measure type to view on this report. The measure type changes based on the measure selected from the previous drop-down. Grade: Select which grades they wish to view on the report. This option is not available at the Class level. Benchmark Period: Select the period to view the number of students in each scoring range and performance description. Click the Display button once all selections are made to view the report.






Improvement – Average Score. This report allows you to view a Benchmark period's average score based on Service Code, Meal Status, Ethnicity, or ELL and non-ELL. At the top of the page, next to **Report Options**, is an **Expand** link. Click this link to view the available report options. Then, use the dropdown menus to select which Targets and/or Correlation Point you would like to use. Click the Display button once all selections are made to view the report.

4.5

The My Classes Tab

AIMSweb Benchmark Score Entry and Scoring Features

Sharing Reports

E-mail Report

Caution: All student data is confidential. Email reports only to school personnel unless given parental permission.

Your Email Address:

Recipient Email Address:

Subject:

Short Message:

All reports can be emailed, printed, or saved at the time of viewing.

Print or save reports electronically by clicking the PDF button at the top of the report window. After clicking the PDF button, a new window will appear. The report will be sized to an 8 ½" x 11" frame perfect for printing.

Email a report by clicking the blue Email button at the top of the page. Enter the recipient's email address and any notes you'd like to send along with the email. Click the Send button to send the message or Cancel to cancel the email.

[illegible]



Chapter 5: Generating AIMSweb Level Reports

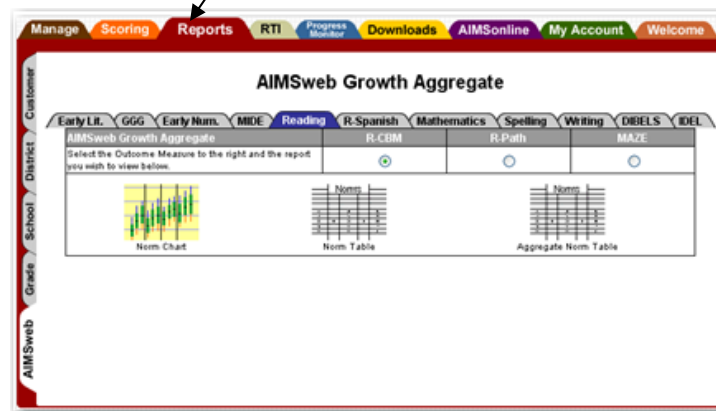
5.0

The Reports Tab

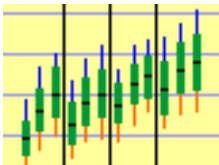
Generating AIMSweb Level Reports

Viewing AIMSweb National Norms

The Reports tab allows the Response to Intervention Teacher to view reports at the National level.



AIMSweb Level Reports – The AIMSweb sub-tab at the right displays the AIMSweb National Norms. These reports are based on the entire AIMSweb population.



Norm Chart – AIMSweb Growth Chart. This report displays the Fall, Winter, and Spring norms per grade from all customers using the AIMSweb data management system. Click **Expand** next to **Report options** to select the options for this report. When finished, click **Display** to view your report.

Norms			
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Norm Table – AIMSweb Norm Table. The Norm Table displays Fall, Winter, and Spring data per grade from all AIMSweb data management customers for the Benchmark school year to date. These are the national norms. The report columns are displayed as Grade, Percentile, Number and Score per Benchmark period, and Rate of Improvement. Click **Expand** next to **Report options** to select the options for this report. When finished, click **Display** to view your report.

Chapter 6: Gathering AIMSweb Materials

6.0

The Downloads Tab

Gathering AIMSweb Materials

Downloading

Training Materials

As a Progress Monitor Teacher, you will have access to a considerable amount of AIMSweb training materials. These materials may be General Outcome Measure (GOM) or user specific. This means that some documents will only be for Reading or Mathematics measures, as an example, while some documents, such as this software guide, is intended for the specific user.

Select the yellow Downloads tab to access AIMSweb training materials, administration and scoring guides, and software guides. You will see the training sub-tab to the left. On the Training sub-tab are Administration and Scoring Guides for each GOM and all pertinent software guides. Click the Download link next to the guide name to download a PDF file of the guide. Note that most Administration and Scoring Guides have a matching PowerPoint Presentation. This PowerPoint Presentation is not intended to supplement the document, but instead is available as an alternative format of the document.

Samples Training



Training—There are documents on writing IEPs with the AIMSweb Progress Monitor software. At the bottom of the Training page is Software Guides. Listed are Software Guides for your user type.

[illegible]



Chapter 7: AIMSweb Technical Support

AIMSweb offers several options for you to obtain the technical support and guidance you need:

Use page-specific help files by clicking the Help button at the top right corner of the screen. A small window will appear with a description of your current page and instructions on completing tasks and special features of that page.



At the top right corner of the AIMSweb software screen are two buttons: Help and Logout. The help button provides page-specific information. This means that if you have a question on any page, such as “how do I (fill in the blank)” or “what is (fill in the blank)” you can click the Help button for more detailed information.

7.1

AIMSweb Technical Support

Using AIMSweb Help Files

7.2

AIMSweb Technical Support

Using the Forum

Click the Forum tab to view the support forum. Here you can read questions and discussions previously posted by other AIMSweb users or post your own questions. These questions can be addressed to either the AIMSweb Technical Support Team or other AIMSweb users. Select the forum category that best suits your needs. Choose from:

AIMSweb Technical Support – Use to post questions regarding the AIMSweb software or if you encounter problems with the AIMSweb software. When posting questions for AIMSweb Technical Support it is best to be as specific as possible without divulging sensitive information.

Tell Pearson what you think – Use this folder to post suggestions, request feature enhancements, or share your comments and/or concerns.

Support – Use this folder to get help with product and software-related issues support-related requests.

AIMSweb Community – Use this folder to communicate with other AIMSweb users.

Product Updates (Read Only) – Review this folder for AIMSweb product updates and notices.

Archive (Read Only) – Review this folder for previously answered questions about AIMSweb. Please note that as AIMSweb changes, some of the product and software answers may no longer be applicable.

After selecting the forum category, browse the category topics to find information relevant to your question. Click the topic link to view the original post and all subsequent responses. If you do not see a relevant topic, post your own by clicking the words **New Topic** at the top of the forum page. In the Message Title, enter a brief description of the topic. Use the Message Text box for the body of your question. When you are finished, click the Post Thread button to post the topic on the forum.



The AIMSweb software guides attempt to offer all the information a user needs to successfully navigate the AIMSweb system. An index is available for your quick reference.

Software guides are downloaded by clicking the yellow Downloads tab.



Select the Training sub-tab to the left of the page. Click the [Manager's Setup and Management Guides and PowerPoint Presentations](#) link to access all management-level software guides. Or click the [User's/Reporters Software Guides and PowerPoint Presentations](#) link to access all other users and reporter software guides. As an AIMSweb Manager, you may wish to download and distribute these guides to other AIMSweb users prior to their logging in to the AIMSweb system. Once other AIMSweb user's login to their system, they will have access to only their relevant Software Guide.

7.3

AIMSweb Technical Support

Using AIMSweb Software Guides

7.4

AIMSweb Technical Support

Contacting the AIMSweb Technical Support Department

Email AIMSweb Technical Support – You can send your support questions to the AIMSweb Technical Support Team at AIMSwebsupport@pearson.com. Remember to be as specific as possible when requesting technical support. The more information you provide a technician to begin with, the faster they will be able to help you.

AIMSweb Technical Support Phone Service – You can speak to an AIMSweb Technical Support representative by calling (866) 313-6194 between the hours of 8:00 AM and 5:00 PM CST.

NOTES:



NOTES:

[illegible]



Appendix A – Returning Users’ Fall Quick-Start Guide

Each fall returning users must take certain steps to organize account data for the new school year. Data imports will bypass the need for these steps. If you are not organizing your data via the data import option, complete the steps below to prepare for the new school year.

1. Verify the school year is current.

When you login to your account the school year is displayed in the top right corner of the page, next to the help and logout buttons. Verify the school year is current. If it is not, contact the AIMSweb sales department at 888-944-1882.

2. Graduate schools.

Graduate each school, beginning with the school serving the highest grades. Transfer students to current or unlisted schools. Continue by graduating the next school with the highest grades served. Use the multi-student transfer feature at this time to retain students in the school's highest grade served.

3. Retain students.

Simply search for students in the Manage Students interface. Edit the student to change the student's current grade.

4. Update teacher list.

Add new teachers using the Manage Teachers interface. Deactivate teachers who are no longer with the account.

5. Create classrooms.

Use the Manage Classes interface to add classrooms at each grade within the school.

6. Edit rosters.

Use the Manage Classes interface to add students to class rosters.

7. Set Benchmark Targets

Set Benchmark Targets either through the Benchmark Target Templates interface or each schools' Benchmark Targets interface.



Appendix B – FAQs (Frequently Asked Questions)

Q: I forgot my login information. What do I do?

You have several options. Go to the website:

<https://aimsweb.pearson.com>

Click on the “Forgot your password? Click here.” link to have your password emailed to you. You may also contact your Local AIMSweb Manager. They have access to all login information within an account. If you cannot reach your local AIMSweb Manager(s), you may contact us:

Phone: (866) 313-6194

E-mail: AIMSwebsupport@pearson.com

Q: How do I edit my login or personal information?

1. Login to your account.
2. Click on the My Account tab.
3. On the left of the screen, click on either Info or Password.
4. Edit as desired.
5. Click the Save button.

Q: How many times do I administer the assessments?

All probes, with the exception of Reading-Curriculum Based Measurement (R-CBM) probes, are administered once per Benchmark period. R-CBM probes are administered three times per benchmark period, where the median score for the Words Read Correctly (WRC) and the median score for Errors are entered. To view the Assessment Recommendations Matrix by Grade and Skill, visit:

<http://www.aimsweb.com/aimswebdownload.htm>

Within the Progress Monitor software, administering the R-CBM probes falls into one of two categories:

1. When the schedule frequency **exceeds once every two weeks**, we recommend using 1 R-CBM probe and entering the score as the data point.
2. When the schedule frequency **is less than once every two weeks**, we recommend using 3 R-CBM probes and entering the median score as the data point.
3. When administering Survey Level Assessments, administer 3 probes per grade level and enter the median as the data point.



FAQs (Cont.)

Q: What are the differences between these user types: Regular Teacher, Progress Monitor Teacher, Regular and Progress Monitor Teacher, and RTI User?

*The **Regular Teacher User** has one or more Benchmark class rosters assigned. The Regular Teacher User will login to the account and use the **My Classes** tab to view student scores and generate reports. Depending on your account preferences, the Regular Teacher User may be able to edit scores and data. The Regular Teacher User can only access students assigned to their classroom or grade level.*

*The **Progress Monitor Teacher User** has access to the Progress Monitor software. The Progress Monitor Teacher can Progress Monitor any student within the school. The user will access the Progress Monitor interface through the use of the **Progress Monitor** tab.*

*The **Regular and Progress Monitor Teacher User** has one or more Benchmark class rosters assigned and has the ability to create Progress Monitor assessment schedules. The Regular and Progress Monitor Teacher User will have both the **My Classes** and **Progress Monitor** tabs.*

*Only **Progress Monitor Teacher Users** and **Regular and Progress Monitor Teacher Users** can manage a Progress Monitor caseload.*

*The **RTI User** has access to the RTI software in addition to the abilities of a **Regular and Progress Monitor Teacher User**. Through the RTI tab, **RTI Users** can plan, manage, and document the RTI process of individual students and determine with team members if the student is benefiting from their current instructional program or from modifications of this program.*



FAQs (Cont.)

Q: How do I Strategic Monitor a student?

Strategic Monitoring must first be enabled within the benchmark software by the AIMSweb Manager or District Manager.

1. *Login as an AIMSweb Manager or District Manager.*
2. *Click on the Manage tab.*
3. *Click on the Schools link, found within the menu on the left of the screen.*
4. *Next to the desired school, click Edit, found in the action column.*
5. *In the field Teachers Can Use Strategic Monitoring, click 'Yes.'*
6. *Click the Save button.*

To add a student to Strategic Monitoring login as an AIMSweb Manager, District Manager, or School Manager:

1. *Login as an AIMSweb Manager, District Manager, or School Manager.*
2. *Click on the Manage tab.*
3. *Click on the Students link, found within the menu on the left of the screen.*
4. *A list of all students within the school will appear. Click on a student's name.*
5. *The student's details will appear in the Edit fields. If not already, check the box labeled Show Advanced Fields.*
6. *Check the box labeled Strategic Monitor.*
7. *Click the Save button.*

As a Regular Teacher:

1. *Login to your Regular Teacher account.*
2. *Click on the My Classes tab.*
3. *Click on the desired student's name.*
4. *A pop-up window will appear showing the student's details. Locate and check the box labeled Strategic Monitor.*
5. *Click the Save button.*

To remove students from Strategic Monitoring, follow the above procedures, but uncheck the Strategic Monitor boxes.



FAQs (Cont.)

Q: How do I generate score sheets?

Score sheets are available to print prior to assessing the students. They are generated in PDF format and to view them, Adobe Acrobat Reader must be installed.

As an AIMSweb Manager, District Manager or School Manager:

- 1. Login to your AIMSweb Manager account.*
- 2. Click on the Scoring tab.*
- 3. Choose the desired measure from the gray tabs across the middle of the screen.*
- 4. Click the paper icon next to the Scores link for a given teacher. That will generate a score sheet for that teacher only.*

To generate a score sheet for each teacher within the grade:

- 1. Login to your AIMSweb Manager account.*
- 2. Click on the Scoring tab.*
- 3. Choose the desired measure from the gray tabs across the middle of the screen.*
- 4. Click the paper icon beneath the last teacher's Scores link. That will generate a score sheet for each teacher within the grade.*

To generate a score sheet for all teachers within the school for a given measure:

- 1. Login to your AIMSweb Manager account.*
- 2. Click on the Scoring tab.*
- 3. Choose the desired measure from the gray tabs across the middle of the screen.*
- 4. Click the multi-paper icon next to the measure's name. That will generate a score sheet for all teachers within the school for that given measure.*

To generate a score sheet as a Regular Teacher:

- 1. Login to your Regular Teacher account.*
- 2. Click on the My Classes tab.*
- 3. Choose the desired area from the gray tabs across the middle of the screen.*
- 4. Check the measure from the radio buttons.*
- 5. Immediately to the right of the radio buttons, click the paper score sheets icon.*



FAQs (Cont.)

Q: I do not see a student list. What am I doing wrong? What are the processes to add students and teachers?

Students must be added to a specific teacher's class roster before entering scores.

Directions for the AIMSweb Manager, District Manager, and School Manager to add students to an account:

1. *Login to your manager account.*
2. *Click on the Manage tab, found on the left of the screen.*
3. *Within the menu on the left of the screen, click on Students.*
4. *In the Add a Student, enter student details. Required fields are in red.*
5. *Click the Add button.*
6. *Repeat for all students.*

To add teachers to the account:

1. *Login to your AIMSweb Manager account.*
2. *Click on the Manage tab, found on the left of the screen.*
3. *Within the menu on the left of the screen, click on Teachers.*
4. *Enter teacher details. Required fields are in red.*

The teacher will appear in the listing for all teachers within the school, near the bottom of the screen.

To create a class for a teacher:

1. *Login to your AIMSweb Manager account.*
2. *Click on the Manage tab, found on the left of the screen.*
3. *Click on Classes, found within the menu on the left of the screen.*
4. *Select the grade by using the brown grade bar.*
5. *Click on Add Class under the Action column for the desired teacher. The teacher will move from the school's teacher list to the grade's teacher list.*

To edit rosters:

1. *Login to your AIMSweb Manager account.*
2. *Click on the Manage tab, found on the left of the screen.*
3. *Click on Classes, found within the menu on the left of the screen.*
4. *Select the grade by using the brown grade bar.*
5. *Click Edit Roster for the corresponding teacher.*



FAQs (Cont.)

6. Near the bottom of the page is an alphabet bar. This is used to search for students using the first letter of their last name. Following the alphabet is the word ALL. Click ALL to display a list of all student currently not assigned a teacher.
7. Check the boxes next the desired students.
8. Click the Add button.

When students are assigned to a class, they appear under the Scoring tab for Managers and under the My Classes tab for Regular Teachers.

Q: How do I enter scores?

There are different directions for different users. Only AIMSweb Managers, District Managers, and School Managers have a Scoring tab.

1. Login to your AIMSweb Manager, District Manager, or School Manager account.
2. Click on the Scoring tab.
3. Select an assessment category from the grey sub-tabs.
4. Click on the blue Scores link, corresponding to the appropriate teacher.
5. Enter scores.
6. Click the Save button.

To enter scores as a Regular Teacher:

1. Login to your Regular Teacher account.
2. Click on the My Classes tab.
3. Click the Edit Scores button.
4. Edit as desired.
5. Click the Save button.

Notice the Quick Save and Save buttons. Clicking the Quick Save button will save the scores to the database and keep you on the same page. Clicking the Save button returns you to the list of grades and teachers within the school.

Q: How can I compare a student's score to different sets of data?

For AIMSweb Managers, District Managers, School Managers, Superintendents, Principals, and Reporter Users:

1. Login to your account.
2. Click on the Reports tab.
3. Select the desired grade from the Grade dropdown menu.
4. Select the desired teacher from the Teacher dropdown menu.



FAQs (Cont.)

5. Click the Go button.
6. In the section titled 'Get reports as' (located above the Pathway Reports), click the radio button for HTML, if not already selected.
7. Click on the score for a specific student.

In the upper right of the screen, choose the desired comparison from the dropdown menu. They are organized by size: School, District, Customer, State, and AIMSweb Aggregate.

For Regular Teachers:

1. Login to your Regular Teacher account.
2. Click on the My Classes tab.
3. Click on the score for a specific student.
4. In the section titled 'Get reports as' (located above the Pathway Reports), click the radio button for HTML, if it is not already checked.

In the upper right of the screen, choose the desired comparison. They are organized by size: School, District, Customer, State, and AIMSweb Aggregate.

Q: What is the difference between W-CBM and W-CBM2?

W-CBM and W-CBM2 accommodate the different scoring styles of the W-CBM measure. As you've read in the Administration and Scoring of W-CBM guide, W-CBM can be scored by either Total Words Written (TWW) or Correct Word Sequence (CWS). Enter TWW scores into the W-CBM scoring fields and CWS scores into the W-CBM2 fields.

Q: How do I add an existing student to Progress Monitoring?

Only Progress Monitor teachers can manage Progress Monitor caseloads. AIMSweb Managers do not have this ability.

1. Login as a Progress Monitor teacher.
2. Click on the Progress Monitor tab.
3. Click the Manage Students button.
4. Perform a search for the student(s).
5. Check the boxes next to the student name(s) to be added to the Progress Monitor caseload.
6. Click the Add PM button at the bottom of the page.

If you use the Schedule Wizard, all the selected students will have the same measures and assessment schedules (frequency and duration).



FAQs (Cont.)

If you have not created a Progress Monitor Teacher user, one can be created by the AIMSweb Manager, School Manager or District Manager.

1. Login to your AIMSweb Manager, School Manager, or District Manager account.
2. Click on the Manage tab.
3. Click on Teachers, found within the menu on the left of the screen.
4. You have two options: modify an existing teacher user profile, or create a new teacher user profile.
5. To create a new teacher user, enter the teacher information in the fields available. Fields in red are required.
6. Click the Add button. The newly created teacher user will appear in a list near the bottom of the screen.
7. Click on the blue link under the User column next to the teacher you wish to modify.
8. Under the user-type dropdown menu, select either Progress Monitor Teacher, or Regular and Progress Monitor Teacher.
9. Click the Save button.

Q: How should I set goals in Progress Monitoring?

We do not promote one specific way of creating Progress Monitor goals. Progress Monitor goals are largely dependent on each student's unique situation.

Some users base goals on realistic or ambitious rates of improvement using normative growth rates and use this formula:

Initial Score + (Expected Rate of Improvement x Number of Weeks)

*We recommend referencing the **Progress Monitor Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation** document, available for download under the Downloads tab, Training sub-tab.*

Q: A student in Progress Monitoring has advanced an instructional grade level during the active assessment schedule. Can a single Progress Monitor schedule accommodate two instructional grade levels?

The Progress Monitor software is designed to report a single goal (instructional) level. End the current assessment schedule and (if needed) create a new Progress Monitor schedule with the assessment grade level equal to the goal level.

Q: What do I do when a student has finished their Progress Monitor schedule?

Schedules can be organized into two categories: Active and Filed. Active schedules are ongoing. Completed schedules can be filed. This separates them from the active list, and sorts the schedules by schedule date. For example, 2006 Filed, 2005 Filed, and so on. To file a schedule:

1. Login to your Progress Monitor account.
2. Click on the Progress Monitor tab.



FAQs (Cont.)

3. Check the box next to the student's name.
4. Click the File button at the bottom of the page.

To view filed schedules, locate the **Showing Active Schedules** dropdown menu in the upper right of the screen and select the desired timeframe.

Q: How do I transfer a student back into my school from the unlisted school?

If you have erroneously transferred a student into the unlisted school you can pull them back into your school with the Transfer ID printed on the Transfer Slip. To do this:

1. Click the Students link from the Manage page to open the Student List.
2. Click the Show link next to Advanced Fields to open the Advanced Fields.
3. Enter the Transfer ID into the last field in the list.

Note: This is the number on the Transfer Slip that was printed when the student was transferred. If you do not have this number, you can retrieve it by clicking the Year in the top right corner of your screen under the Help and Logout button and view the roster for the student's previous class. The transfer ID is the AIMSweb ID. Copy the AIMSweb ID and switch the year back to the current school year.

4. Click Search. The student will appear in the list.
5. Click the Transfer button next to the student's name to transfer that student back into your school.

Note: Follow the Transferring Students steps to complete the transfer.



Glossary

Above Target	The Progress Monitor progress summary used for an individual student assessment schedule when the student has a rate of improvement greater than or equal to .5 corrects of the required rate of improvement necessary to attain the Progress Monitor goal.
Account	A short generic term for “user account” describing the unique login and view of an AIMSweb user.
Active Schedule	The state of a current Progress Monitor assessment schedule when displayed and maintained from the Progress Monitor Caseload homepage.
AIMSweb Benchmark	A system used to manage, evaluate, report, and chart the results of three times per year Benchmark assessments for grades K-8.
AIMSweb Manager	An AIMSweb Customer User-type; the AIMSweb Manager can edit and view data for every district and school within the AIMSweb account. This is the highest level of Management.
AIMSweb Progress Monitor	A system which allows teachers to monitor students at risk or those students with more severe educational needs more frequently to evaluate the effects of interventions and document appropriate instruction changes.
AIMSweb RTI	A data-driven standard process protocol used to organize, evaluate, and document the Response to Intervention for determining a students' special services eligibility.
AIMSweb Strategic Monitor	A system which allows teachers to assess at-risk students monthly and monitor the effectiveness of instructional change.
Alpha-bar	A graphic used in the AIMSweb software displaying the alphabet letters A-Z as individual buttons.
Below Target	The Progress Monitor progress summary used for an individual student assessment schedule when the student has a rate of improvement less than or equal to .5 corrects of the required rate of improvement necessary to attain the Progress Monitor Goal.
Benchmark	A measurement according to specified standards in order to compare it with and improve one's own performance. Also used in AIMSweb software as a term for a grade and Benchmark period-specific goal.
Benchmark Class	An arrangement of students by grade and teacher for use with the Benchmark data entry.



Benchmark Period The designated dates used to administer AIMSweb Benchmark assessments to students three times a year. Benchmark periods are as follows:

Fall Benchmark Period: September 1st – October 15th

Winter Benchmark Period: January 1st – February 1st

Spring Benchmark Period: May 1st – June 1st

Benchmark Target Measure-specific definitions (in the form of numbers) of standard or required performance used for comparative purposes. The Benchmark Target is sometimes obtained by using the 50th percentile of the local norm. Benchmark Targets are determined on an account, district, or school basis.

Benchmark Target Template A preset format for Benchmark Targets which can be used for multiple schools and districts within an AIMSweb account.

Browser See internet browser.

Caseload A number of cases handled in a given period. The software interface terminology referring to Progress Monitor and RTI account home pages used to display active student listings.

CD Correct Digits

Class The student listing and arrangement by homeroom teachers.

CLS Correct Letter Sequence

CNI Correct Numbers Identified

CNM Correct Numbers Measured

COC Correct Oral Counts

Correlation A qualitative correspondence between to related items. In AIMSweb, Benchmark scores are correlated with state standard tests to find a minimum necessary Benchmark score (in a given skill area) necessary to achieve a selected performance level on the state test.

CQD Correct Quantity Discriminations

Criterion A basis for comparison; a standard of rules on which a decision can be based.

Criterion Referenced (Reports) A reporting method which uses pre-set criteria to determine an outcome.



Customer ID Number	A unique account number assigned to an organization at the time of AIMSweb purchase.
Customer User	An AIMSweb user level; AIMSweb Customer Users are AIMSweb Managers and AIMSweb Reporters and can access information for all districts and schools within the AIMSweb account.
CWS	Correct Word Sequence
District Manager	An AIMSweb District User type; the District Manager can edit and view data for every school within the designated district.
District User	An AIMSweb user level; AIMSweb District Users are District Managers and Superintendents and can access information for all schools within the designated district.
DORF	DIBELS Oral Reading Fluency
FAQ	A list of frequently asked questions and their answers about a given subject.
Filed Schedules	The state of any Progress Monitor assessment schedule complete or incomplete when removed from the Progress Monitor Caseload home page and kept for future reference.
Forum	A medium of open discussion or voicing of ideas.
General Outcome Measure	Simple and accurate data collected on an ongoing basis over time to assess general outcomes so decisions are data-based and timely.
GOM	Acronym for General Outcome Measure.
GOM-Type	The skill classification of a General Outcome Measure; ex, the R-CBM oral reading fluency and Maze reading comprehension fluency General Outcome Measures belong to the skill classification of Reading.
Grade-bar	A graphic used to display grades which allow a user to select or change the current account view.
Grades Served	The grades enrolled within a school.
HTML	A language used to structure text and multimedia documents, used extensively on the World Wide Web.
Improvement Report	A classroom level report displaying a student's current year Benchmark scores for every measure assessed.



Insufficient Scores	The Progress Monitor message appearing in the Progress Report column of the caseload home page used to indicate a student does not have enough scores entered to determine an accurate progress summary.
Internet Browser	A program that access and displays files and other data available on the Internet and other networks, also known as a web browser; ex, Internet Explorer, Netscape, Safari, etc.
ISC	Initial Sounds Correct
ISF	Initial Sounds Fluency; an Early Literacy and DIBELS measure.
LNC	Letter Names Correct
LNF	AIMSweb's Letter Naming Fluency measure and part of the Early Literacy skill set.
Local Norm	A standard, model, or pattern regarded as the typical composed from direct and relevant data within the AIMSweb account.
LSC	Letter Sounds Correct
LSF	AIMSweb's Letter Sound Fluency measure and part of the Early Literacy skill set.
Maze	AIMSweb's reading comprehension measure.
M-CBM	Math Curriculum-Based Measurement.
M-CBM AP	Math Curriculum-Based Measurement Answer and Critical Process.
Mean	The average value of a set of numbers.
Measures	Short for General Outcome Measures.
Median	The middle value in a distribution, above and below which lie an equal number of values.
MIDE	Medidas Incrementales de Destrezas Esenciales
M-LNF	MIDE Letter Naming Fluency
M-LSF	MIDE Letter Sound Fluency
MNM	Missing Number Measure



M-Spell	MIDE Spelling
M-SRF	MIDE Syllable Reading Fluency
M-SSF	MIDE Syllable Segmentation Fluency
Near Target	The Progress Monitor progress summary used for an individual student assessment schedule when the student has a rate of improvement between +.5 and -.5 corrects of the required rate of improvement necessary to attain the Progress Monitor Goal.
NIM	AIMSweb's Number Identification Measure and part of the Early Numeracy skill set.
Norm	A basis for comparison; the standard or average. A pattern regarded as typical.
Norm Referenced (Reports)	A reporting method which uses a relevant population, or average, as the basis of comparison to determine an outcome.
NWF	AIMSweb's Nonsense Word Fluency Measure and part of the Early Literacy skill set.
NWR	Number of Words in Retell
NWUCS	Number of Words Used in Correct Sentences
OCM	AIMSweb's Oral Counting Measure and part of the Early Numeracy skill set.
PC	Phonemes Correct
PDF	Acronym; Portable Document Format. A document format that is completely independent of the original application software, hardware, and operating system.
Percentile	One of the set points on a scale arrived at by dividing the group into parts in order of magnitude. For example, a score greater than or equal to 97 percent of those attained on an examination is said to be in the 97th percentile.
Principal User	An AIMSweb School User type. The Principal User can view AIMSweb data for every student and classroom within the designated school.
Progress Monitor	See AIMSweb Progress Monitor.
Progress Monitor Teacher User	An AIMSweb School User type; the Progress Monitor Teacher User is a teacher, already added to the account, who has access to the Progress Monitor software.



PSF	AIMSweb's Phonemic Segmentation Fluency measure and part of the Early Literacy skill set.
QDM	AIMSweb's Quantity Discrimination Measures and part of the Early Numeracy skill set.
Rate of Improvement	The difference between two scores divided by the number of weeks between assessments.
RC	
R-CBM	Responses Correct Reading Curriculum-Based Measurement; AIMSweb's oral reading fluency measure.
Regular and Progress Monitor Teacher	An AIMSweb School User type; the Regular and Progress Monitor Teacher User is a teacher, already added to the account, who has access to the Benchmark classroom and Progress Monitor software.
Regular Teacher User	An AIMSweb School User type; the Regular Teacher User is a teacher, already added to the account, who has access to the Benchmark classroom software.
Reporter	An AIMSweb Customer User type; the AIMSweb Reporter User can view data from every school and district within the AIMSweb account.
ROI	
RTF	Acronym; Rate of Improvement.
RTI	Retell Fluency Acronym; Response to Intervention. See AIMSweb Response to Intervention.
RTI User	An AIMSweb School User type; the RTI User is a teacher, already added to the account, who has access to the RTI, Benchmark classroom, and Progress Monitor software.
SC	
S-CBM	Sounds Correct
School Manager	Spelling Curriculum-Based Measurement. An AIMSweb School User type; the School Manager can edit and view data for every classroom and student within the designated school.
School User	An AIMSweb user level; AIMSweb School Users are the School Manager and Principal and can access data from every classroom and student within the designated school.



SSC	Syllable Segments Corrects
Strategic Monitor	See AIMSweb Strategic Monitor.
Student User	A student user.
Superintendent User	An AIMSweb District User type. The Superintendent User can view data for every school within the assigned district.
TEN	Acronym; Test of Early Numeracy.
TWW	Total Words Written
User	A short generic term used to reference a single person who has the ability be logged into a unique AIMSweb account.
User Type	A classification which describes and defines software access.
Username	A name provided to the user which allows unique access to an AIMSweb account.
Web Browser	See internet browser.
WE-CBM	Written Expression Curriculum-Based Measurement and a reference to the scoring method of total words written and correct word sequence. Reports are generated by Total Words Written (TWW).
WE-CBM2	Written Expression Curriculum-Based Measurement and a reference to the scoring method of Correct Word Sequence (CWS). Reports are generated by correct word sequence.
WRCPM	Words Read Correct Per Minute
WUF	Word Use Fluency



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